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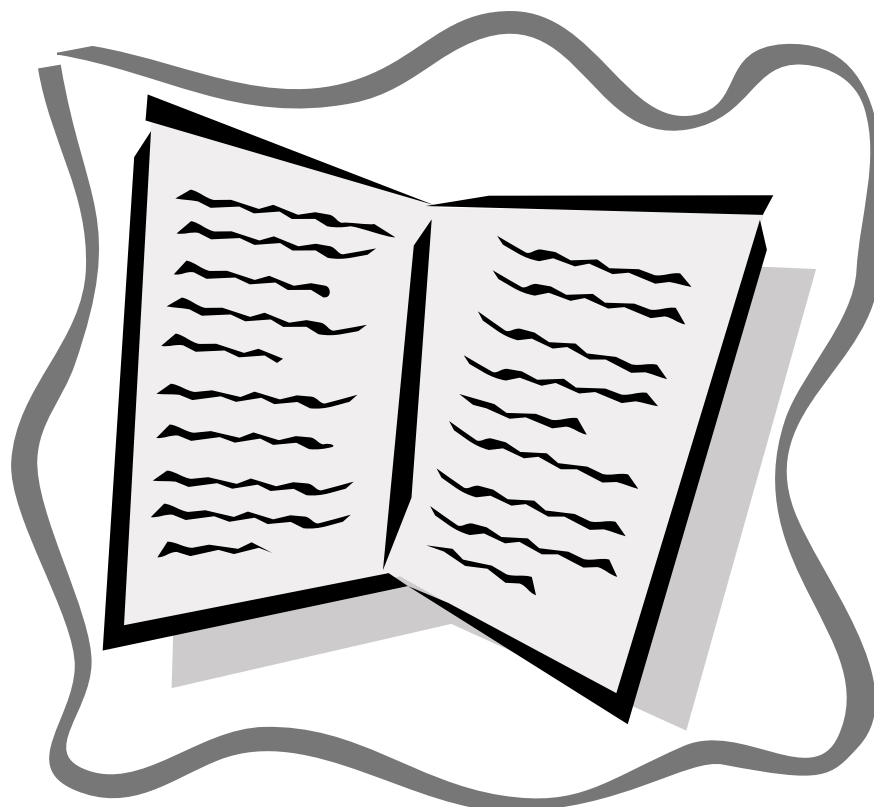
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*T*EACHING LITERACY  
IN HISTORY  
IN YEAR 7

NEW SOUTH WALES  
DEPARTMENT  
OF EDUCATION  
AND TRAINING





# Teaching literacy in history in Year 7

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## Contents

- Chapter 1: The literacy demands of history 5
- Chapter 2: The continuum of literacy development 10
- Chapter 3: Assessing, planning and programming for explicit teaching 16
- Chapter 4: Units of work
  - Ancient Rome 22
  - The Crusades 79
- Chapter 5: A whole-school approach to literacy 138





# Chapter 1: The literacy demands of history

*It is period four on Thursday in a Year 7 history class. The students are continuing their study of the Roman Empire.*

*T. Today we will continue to look at life in the Roman Empire. Yesterday we looked at education and occupations and now we will look at clothing and housing. Remember on Monday we watched the video “Daily life in classical Rome”. The video showed typical clothing of citizens and slaves. Now look at these pictures of citizens and we will try to label them. (Displays large drawings of typical citizens.)*

*What was the basic item of clothing worn by both women and men?*

*S1. It was a sort of dress, long for women and knee length for men.*

*T. Yes, but what is its correct name?*

*S2. Tunic.*

*T. That’s right. (Labels drawings.) What else did married women wear?*

*S2 They wore a second tunic with long sleeves over the top.*

*T. Does anyone remember what this was called?*

*S3 It sounded a bit like “stole” but I can’t remember exactly.*

*T. It was called a “stola”. (Labels diagram.)*

*S4 Men wore togas over their tunics.*

*S5 Boys wore purple and white togas until they turned 14, when there was a special celebration and they got a white one.*

*T. Good. (Labels diagrams.) Did colour have any other significance?*

*S6. Yes, only senators and emperors or members of their families could wear purple. A senator’s toga had a purple band all around it.*

In this brief transcript we can see that the teacher is scaffolding the students’ learning in a number of ways. The teacher

- makes links with and activates prior learning
- provides a visual model to stimulate students’ responses
- records responses to reinforce learning
- models and provides explicit teaching of the subject-specific vocabulary, and
- moves students from their commonsense understandings of the topic to the technical understandings required.

Teachers need to provide explicit instruction for students in meeting the literacy demands of their subject areas. This explicit literacy teaching is integral to the content teaching. The sample units in this book integrate skills in written and spoken language while targeting outcomes specific to the study of history. They also provide a framework for teaching which can be applied to other topic areas.

## What is literacy in history?

Nowadays the term literacy as a word is used with broad meanings. We hear people speak of scientific literacy, computer literacy, media literacy. When literacy is used in these ways it is a metaphor for “understanding” and what we really mean is understanding science, understanding computers or understanding how the media work. This is not what we are talking about here. What we are dealing with in this book is knowing how to go about teaching in a systematic and explicit way so that teaching of the content is not impeded by students’ lack of ability to read and write appropriately in the subject area. This is how we are defining literacy.

## Definition of literacy

*Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of number and basic mathematical signs and symbols within text.*

*Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual’s lifetime.*

*All Australians need to have effective literacy in English, not only for their personal benefit and welfare but also for Australia to reach its social and economic goals.*

*Australia’s Language and Literacy Policy, Companion Volume to Policy Paper, 1991, p.9*

To be successful in history, Year 7 students need to demonstrate a variety of literacy skills in order to convey effectively their skills, knowledge and understandings of the content.

## Speaking

In studying history, students are expected to speak for these purposes:

- to articulate ideas, knowledge and understandings
- to clarify understandings
- to interact with each other
- to negotiate with others
- to discuss ideas
- to recall information
- to express opinions
- to argue constructively
- to offer explanations
- to ask questions
- to empathise with others.

This means that, to be successful in speaking, students need to be able to:

- use talk to link prior understandings to new knowledge
- use talk as a preparation for reading
- use talk as a preparation for writing
- choose an appropriate form of speaking according to their audience
- choose an appropriate point of view, including one or two reasoned arguments
- offer explanations for events
- use technical and subject-specific vocabulary
- use a variety of connectives or conjunctions to express cause and effect and time relationships in a text
- join in discussions constructively, expressing ideas and opinions, without dominating
- respond to a listener's reaction by restating, modifying content and tone of voice
- use strategies to assist small-group members to contribute, e.g. ask questions to clarify others' viewpoints, negotiate.

## Listening

When studying history students are expected to listen for these purposes:

- to gain information
- to follow instructions
- to recognise meaning
- to respond constructively to the ideas and opinions of others
- to participate in discussions
- to distinguish fact from opinion
- to recognise a speaker's viewpoint.

This means that, to be successful in listening, students need to be able to:

- ask questions to clarify meanings
- identify the main idea and supporting details of a spoken text and summarise it for others
- respond constructively to alternative viewpoints
- make brief notes from a spoken text
- detect strategies that speakers use to influence an audience
- recognise when an opinion is being offered
- recognise the main organisational structures of spoken texts, such as historical recounts and descriptions.



## Reading

In studying history, students are expected to read for the following purposes:

- to locate and select specific information
- to extract and organise information
- to make comparisons between varying accounts of the same event
- to relate and link knowledge and understandings
- to carry out tasks.

This means that, to be successful in reading, students need to:

- recognise and discuss varying interpretations of a text, using details from the text to substantiate these interpretations
- recognise and discuss the ways in which the reader's personal experiences and viewpoints can influence the interpretation of a text
- recognise and discuss the position taken by the writer and the position the writer wishes the reader to take
- recognise important organisational elements in texts, e.g. main argument and supporting points and conclusion in an exposition; background information, record of events and deduction in an historical recount
- discuss the ways in which different media treat the same event, e.g. newspaper, television news, docudrama
- locate and select information from visual, media and written texts, in response to questions given by the teacher
- identify and locate resources using a range of strategies, e.g. subject, key word, author, title searches; consulting encyclopaedias, atlases, yearbooks, databases, the Internet and CD-ROMs in school and local libraries
- use other information sources, such as government departments, local people and organisations, magazines, pamphlets, videos and newspapers
- select resources, using skimming techniques, and scan selected texts to locate information
- attempt several strategies for reading difficult texts, such as talking to others about ideas and information conveyed in the text, rereading or reviewing parts of the text, making notes about key features, consulting the index, contents page or glossary, making links with personal experience or prior knowledge, using diagrams, maps and photographs accompanying the text
- identify text features which may help distinguish fact from opinion
- interpret graphic and symbolic forms of information.

## Writing

In history students are expected to write for the following purposes:

- to record ideas, knowledge and understandings
- to organise writing from a variety of sources
- to recount a series of events
- to express a point of view and justify it with relevant reasons
- to present varying viewpoints about a topic
- to explain reasons for an event
- to describe
- to record information clearly.

This means that, to be successful in writing, students need to be able to:

- record information from a variety of sources before writing
- consider the reader's likely knowledge of a topic and provide an appropriate level of explanation and definition
- choose language appropriate to the audience and purpose
- argue a position or point of view, raising a few related points in support of a thesis
- present differing opinions about a topic, attempting to relate one to another
- monitor own spelling and attempt corrections through an understanding of word usage, including visual and phonological patterns, word derivations and meanings
- select vocabulary for precise meaning and discuss the effect of vocabulary choice in their own writing and in text models
- monitor their own progress as writers and respond to others' writing constructively
- recognise meaningful divisions between sections of text and set these out as paragraphs
- use a checklist to guide the proofreading of their own and others' completed texts
- discuss with the teacher and peers how particular aspects of grammar are characteristic of particular text types and attempt to adopt these consistently in their own writing
- use a range of conjunctions and connectives to indicate relationships between ideas in writing
- consistently use common punctuation marks correctly
- use legible handwriting style
- use a variety of print and script styles to emphasise or highlight parts of the text, e.g. underlined headings, capitals
- draft text on a word processor
- edit text using cut, copy, paste, move functions.

These represent only a sample of the skills, knowledge and understandings which a successful student should exhibit.



## Chapter 2: The continuum of literacy development

### A functional view of language

In the NSW Department of Education and Training, all literacy activities are based on a functional view of language, which emphasises the way language is used to make meaning.

The functional view of language shows how language enables people to do things: to share information, to express attitudes, to entertain, to argue, to have needs met, to reflect, to construct ideas, to order experience and to make sense of the world. It describes how people use language for real purposes in a variety of social situations. All these language exchanges, whether spoken or written, formal or informal, are called “texts”.

A functional view of language takes account of the ways in which the particular language choices we make in any situation influence, and are influenced by, the people involved and the subject matter. The roles and relationships existing between the speaker and the listener or the reader and the writer influence the words used and the ways in which the text is structured.

Similarly, the subject matter will influence language choices. For example, in a text about the Byzantine Empire you would expect to see language which classifies and describes aspects of the Empire, such as its geographic location, the era in which it flourished and significant achievements. Proper nouns naming people and places would be included and dates would be written in numerals. In a text about how to construct a triangle you would find language which instructs or commands, such as *mark*, *draw* and *measure*. Words which name the equipment to be used, such as *compass* and *ruler*, and technical words which relate to mathematical concepts, such as *arc*, *ray* and *segment*, would also be included.

The language we use has evolved within a culture which has particular beliefs, values, needs and ways of thinking about the world. Our language is shaped by these cultural factors and in turn helps to shape the culture. For example, in the English language we have only one word which describes all different kinds of *snow*. The Inuit people have ten different words for *snow*, covering all the different weather conditions. They need to be able to define snow more distinctly because their survival could depend upon being able to identify and describe the classifications of snow conditions.

## Primary school experiences

During their primary years students will have been engaged in talking, listening, reading and writing for a range of purposes. These purposes would have led them to become familiar with a variety of different forms of reading, writing, talking and listening. These different forms of language are often called text types. They can be grouped together, based on features they have in common. Primary students will have used a variety of text types in HSIE such as:

### Discussion

A text that argues two or more viewpoints, such as a discussion of the effects of immigration on the Australian cultural identity.

### Explanation

A text that explains how or why something occurs, such as explaining the causes of World War 1.

### Exposition

A text that persuades by arguing one side of an issue, such as presenting the benefits of studying history.

### Procedure

A text that instructs someone on how to do something, such as giving instructions for locating a particular site on the Internet.

### Recount

A text that retells a series of events, such as a biography of Cleopatra.

### Report

A text that classifies and describes something, such as presenting information about Ancient Rome.

### Narrative

A text which entertains, amuses or instructs, such as a story about King Richard set in the Crusades.

Since the discipline of history is concerned with recounting and describing events from the past and using this knowledge to understand the present and predict the future, students are most likely to be engaged in creating and interpreting narratives, recounts, discussions, expositions and explanations.

Students would also have experiences in other KLAs in creating and interpreting other texts such as explanations, responses and reviews.

## Secondary school experiences

In Year 7, students are most likely to be asked to listen and read, view and write narratives in English, dance and drama.

In history students are required to listen to, read and give oral and written explanations and reports.

They will participate in both oral and written expositions, discussions, recounts and reports in history and in other subjects such as PDHPE and TAS.

In the early phase of learning, students will be examining these text types as individual entities. In history, many of the tasks will involve students incorporating the features of several different text types.

Consider a task like this: *In what ways has Australia developed a positive relationship with Indonesia?*

What is this task actually asking of the students?

Students should be shown how to break up the task into its component parts.

1. Use a variety of resources, such as Government policy documents, newspaper reports, the Internet, etc. to research Australia's foreign policy in relation to Indonesia.
2. Consider aspects of policy relating to defence, trade, immigration and aid.
3. Identify which aspects of foreign policy could be considered "key" .
4. Present a discussion of the effects of Australia's policies on relations with Indonesia.
5. Conclude with a summary which presents the writer's view of Australia's relations with Indonesia.

(adapted from Metropolitan East Disadvantaged Schools Program (1996)

*Exploring literacy in school history)*

When setting a task, teachers should be clear about the purpose of the task and what they expect the students to produce. Teachers need to articulate these clearly to students. Teachers should also ensure that students have models of the ways they want students to present information and that they explicitly describe the criteria which will be used to evaluate students' efforts.

Students' skills in recognising and using the different text types would have been developed in different ways in primary and secondary years. Primary teachers tend to use an integrated model of teaching, where the boundaries between the various KLA's are not clearly defined. For example, a thematic unit of work in Year 6 on "Space" might incorporate aspects of HSIE, science and technology, English and mathematics. Within this unit students would have been speaking, listening, reading and writing for a number of purposes. They would have produced such texts as information reports, discussions, explanations and narratives.

The implication of this teaching approach is that the students often do not recognise the specific subject or content learning as separate from the way of reading and writing. They may not recognise that the ways of reading and writing also are different in different subjects. Students therefore sometimes have difficulty transferring their learning from the primary school to the secondary school setting. In order to link with students' prior experiences, secondary teachers need to incorporate explicit literacy instruction into their teaching. For example, students might think that writing explanations is something they do when they write about "Space" and not recognise that it is an appropriate form of writing in many other contexts.

## Implications for teachers of history in Year 7

Teachers need to take account of the prior learning experiences of their students and make links to these experiences for them. This book will provide you with a range of practical ways for addressing the learning needs of students.

In planning explicit support for students to meet the literacy demands of history in Year 7, we also need to recognise that we are preparing our students for the further demands of stages 5 and 6.

In high school, the literacy demands of history become more sophisticated. Students are expected to interpret and critically examine material, write extended responses and produce effective summaries. These expectations increase as students deal with more complex content in successive stages of schooling. For students to demonstrate this increased sophistication and complexity of learning, literacy skills need to be further developed and refined.

If students are to understand the more sophisticated literacy demands of history, we need to explain and explicitly teach the literacy demands of the various texts they encounter. We need to be able to do this using a language to explain how language works in history.

## Supporting students as learners

Students learn about literacy as they interact with peers, teachers and the wider school community in many contexts. Students should have many opportunities to interact with others, express feelings and opinions and listen and respond to the views of others. Students should be given opportunities to interact as readers or listeners with a wide range of texts.

In all subjects, students develop understandings and learn new concepts and skills through the use of language. As they explore their environment, investigate problems and participate in cooperative learning activities, students use language to clarify their thinking, share and test ideas, communicate with others and reflect on their own learning.

Learning experiences should be designed to involve students in reading, writing, speaking and listening to a variety of texts which relate closely to real-world purposes. We need to provide learning experiences that include literacy learning in ways that build on students' real-life experiences and focus on the content which students need to learn.

Students should have opportunities to develop confidence in using spoken and written language in a variety of contexts. They should be encouraged to experiment with and explore ways of expressing ideas and communicating meaning as they develop their skills in writing for a number of purposes and audiences. They should be helped to develop as independent learners as they use language to make their meanings clear.

Students should develop understandings about how language works through frequent talk about the written and spoken texts with which they are working. They should have many opportunities to read, write, talk and listen, and opportunities to focus on the grammatical features that successful texts employ. In this way students will develop and articulate a shared language for describing how language works to achieve particular purposes within history.

Students need to become actively involved in both naturally occurring and structured demonstrations of language in action within history. Learning experiences should provide clear models of successful texts and opportunities for students to create their own texts with support as they move towards independence. Frequent opportunities should be provided for students to participate with their teachers and other learners in the joint construction of texts.

In working towards syllabus outcomes, students will often be attempting language tasks which are new to them. These tasks need to be analysed in order to ascertain the specific literacy demands that they make on students. Having recognised what the specific demands are, students should be given appropriate support at points of need throughout the process so that they are assisted towards achieving success. Scaffolding or building on existing knowledge and understandings is one way to do this.

Learning environments need to be structured so that students are encouraged to take risks and understand that approximating is a natural and necessary aspect of real learning. They need to feel that it is acceptable and appropriate to make approximations based on their current level of literacy knowledge and awareness, while the teacher continues to provide exemplary models and explicitly teach literacy skills.

The learning activities in history in which students participate should be designed around real texts. Authentic texts, both spoken and written, form the context for teaching students about how language works and provide a context for achieving the syllabus outcomes.

In history, students collect historical information from a range of primary and secondary sources. Students might need assistance in locating appropriate texts and resources and in selecting those which will achieve their purposes.

We need to teach students how to use the information skills processes of

- defining
- locating
- selecting
- organising
- presenting
- assessing

and to apply these processes to reading, writing and research tasks.

## The information process

Steps in the process		Information skills
↑	<b>Defining</b> What do I really want to find out? What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to know?	Students should be able to: <ul style="list-style-type: none"> <li>• relate the task to their learning</li> <li>• clarify the meanings of the words of the task</li> <li>• identify and interpret key words and ideas in the task</li> <li>• state the task in their own words</li> <li>• work out the parts of the task</li> </ul>
	<b>Locating</b> Where can I find the information I need? What do I already know? What do I still need to find out? What sources and equipment can I use?	Students should be able to: <ul style="list-style-type: none"> <li>• recall relevant information and skills from previous experience</li> <li>• recognise strengths and limitations of current knowledge and decide whether additional information or skills are needed</li> <li>• limit an investigation to a manageable size</li> <li>• identify possible sources (people, organisations, places, print, non-print materials, objects)</li> <li>• recognise the relative worth of sources</li> <li>• select the best of these sources to use</li> <li>• locate sources and appropriate equipment</li> <li>• use appropriate equipment</li> <li>• record details of sources that are used</li> </ul>
	<b>Selecting</b> What information do I really need to use? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?	Students should be able to: <ul style="list-style-type: none"> <li>• begin to assess the usefulness of each source</li> <li>• use key words to locate potentially useful information within sources</li> <li>• skim each source for information</li> <li>• identify information that has links with the task</li> <li>• assess and respect privacy and ownership of information</li> <li>• decide what to do about deficiencies within information</li> <li>• assess the credibility of sources which express opinion</li> <li>• identify inconsistency and bias in sources</li> <li>• devise a system for recording their own information</li> <li>• summarise information</li> <li>• record quotations and sources of information</li> </ul>
	<b>Organising</b> How can I best use this information? Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?	Students should be able to: <ul style="list-style-type: none"> <li>• review the purpose of the task</li> <li>• combine the information into larger units of information</li> <li>• combine the units of information into a structure</li> <li>• review the structure in light of the purpose of the task</li> <li>• adjust the structure where necessary</li> </ul>
	<b>Presenting</b> How can I present this information? What will I do with this information? With whom will I share this information?	Students should be able to: <ul style="list-style-type: none"> <li>• identify the requirements of different forms of presentation</li> <li>• consider the nature of the audience for presentation</li> <li>• select a form and style of presentation appropriate to the audience and the content of the material</li> <li>• prepare the presentation</li> <li>• present the information</li> </ul>
	<b>Assessing</b> What did I learn from this? Did I fulfil my purpose? How did I go – with each step of the information process? How did I go – presenting the information? Where do I go from here?	Students should be able to: <ul style="list-style-type: none"> <li>• review the extent to which the end product meets the requirements of the task</li> <li>• assess their use of this process in completing the task</li> <li>• examine the strengths and weaknesses in specific information skills</li> <li>• identify increases in knowledge</li> <li>• set personal goals for the further development of information skills</li> </ul>
↓		





# Chapter 3: Assessing, planning and programming for explicit teaching

In order to plan appropriate programs in history, we first need to ascertain the skills, knowledge and understandings of our students. This information needs to be considered in relation to the content which is to be taught and the literacy skills which the students will use to acquire and demonstrate their learning.

The NSW Department of Education and Training publication, *Principles for assessment and reporting in NSW government schools* (1996), sets out some useful guidelines for assessing students' achievement and should be read in conjunction with this chapter. It provides advice about assessment within an outcomes approach and the forms of assessment which teachers can use to make judgments about students' achievements and progress. Some assessment strategies which are discussed are: collecting student work samples and annotating these against a set of criteria, using self and peer assessment of work against a predetermined set of criteria, and assessing performances such as debates, demonstrations and projects.

Further information about practical assessment strategies is contained in the Board of Studies document, *Assessing and reporting using staged outcomes, Part 1 Assessing* (1996).

## Uses of assessment

Assessment enables us to evaluate our teaching programs and to plan further learning. It provides the starting point for planning the learning experiences which will support the content to be taught and the literacy skills to be developed. The information gained will indicate which students might require individual programs or further investigation for learning difficulties. Assessment can also provide useful information for other teachers, to assist them in planning to meet the needs of individuals and groups of students appropriately.

Assessment information provides students with feedback about their performance and progress and helps them to set further learning goals. It informs parents and caregivers about students' achievement and progress and enables teachers, parents and students to engage in discussion about the goals that have been met and to make plans for further progress.

## Sources of information

When collecting information about students' literacy achievements, teachers in Year 7 should select from a range of sources.

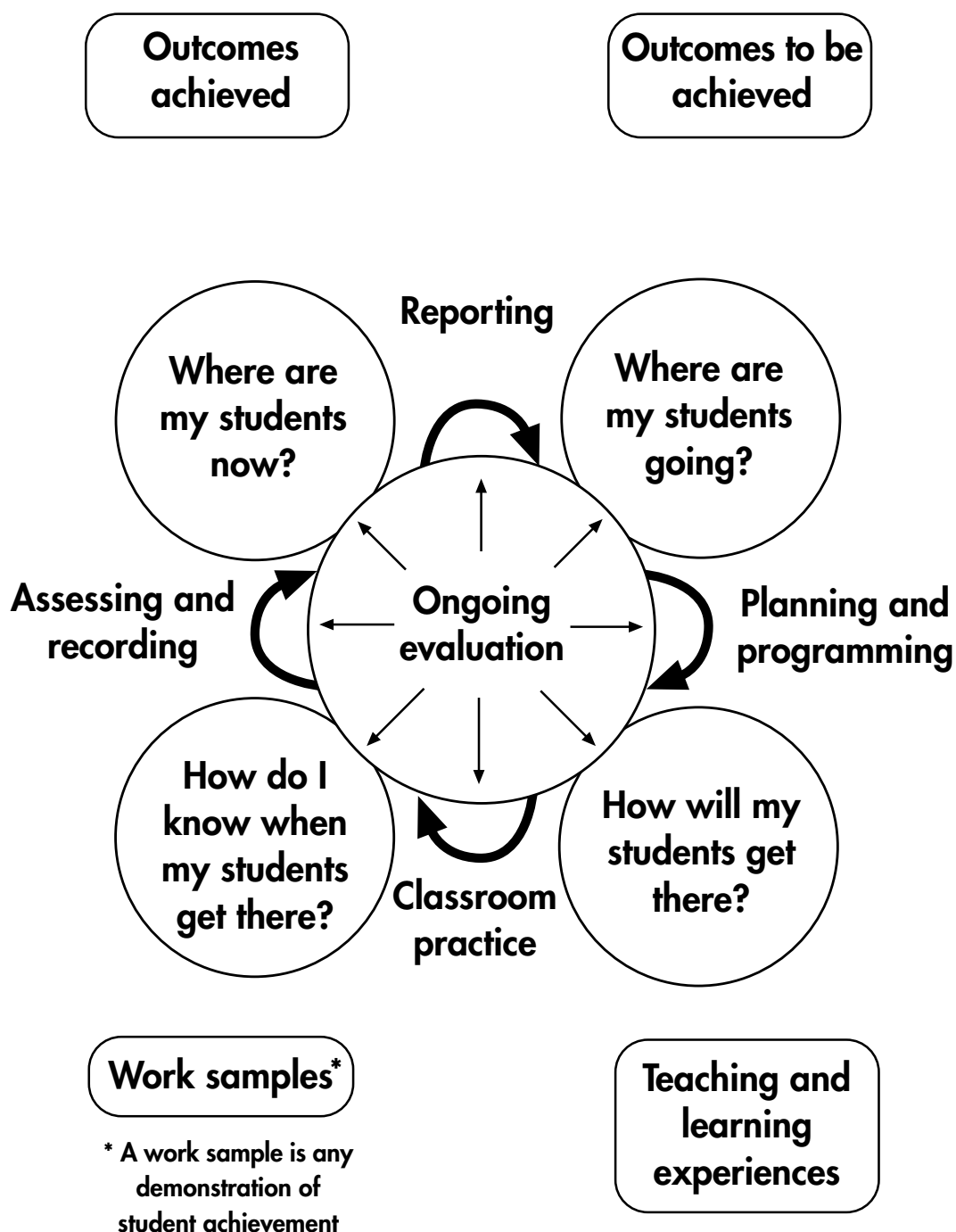
1. Any task in which students are involved is an assessment opportunity. Teachers are constantly making judgments about students' achievements and making decisions about further support, consolidation or acceleration on the basis of what students are demonstrating.
2. Primary schools can provide a wealth of information about students' literacy achievements and experiences. You could organise a meeting between the school literacy support team and the Year 6 teachers (and possibly the executive) of your primary feeder schools to discuss the types of assessment information which the primary schools currently collect and what information is most useful for secondary teachers. This could include information relating to students' literacy achievements, learning experiences and performance in all subjects, attendance records and participation in support programs.
3. The ELLA results will provide information about students' skills in reading, language and writing at an individual level and in comparison with the cohort and will indicate which students are in need of additional support. ELLA results will provide a starting point for planning and programming appropriate learning experiences.
4. Support teachers within the school can provide additional information about students. ESL teachers can provide advice about the students' level of achievement by using the ESL scales as a tool for assessment, as well as planning and programming. The ESL scales support teachers in making judgments about ESL students' achievements and language learning needs.

The ESL scales are a supplement to syllabus documents and to curriculum support material, such as teaching units. The ESL scales enable teachers to recognise and describe the progress their ESL students will make as they develop their language proficiency in English. The ESL scales are to be used in conjunction with mainstream curriculum documents.

It is also important for teachers to use a tool such as the ESL scales to ensure that the second language learners are not misdiagnosed as "failed literacy learners". Second language acquisition issues might be misdiagnosed as learning difficulties, which might result in inappropriate or misdirected support.

Support teachers (learning difficulties) can provide advice about alternative or additional teaching strategies to assist those students who are experiencing difficulties. They are able to diagnose particular learning difficulties and suggest programs and procedures for addressing these particular needs.

The following diagram demonstrates the place of assessment in the teaching and learning cycle.



## Where are my students now?

### Collecting information about students' literacy achievements

Teachers of Year 7 students should collect information about their students' literacy achievements from a range of sources.

The school literacy teams could develop ways of passing on the information. Some possible ways include: student profiles where the criteria have been jointly negotiated, with annotated work samples (again with agreed criteria); personal interviews between the Year 6 teacher and the Year 7 coordinator; or discussions between the school counsellors of the two schools.

Formal assessment tasks are only one way of making decisions about students' progress. Much assessment takes place informally in the classroom. Informal assessment strategies can provide valuable information.

There are many ways in which we can collect informal information about students' literacy progress. These include:

- Observing students at work. For example, are students able to select appropriate resources for a research topic? Can students follow a set of oral instructions?
- Generating anecdotal evidence, such as talking to students and other teachers, or observing and listening as students talk to each other. Is there a specific purpose evident in their talk? For example, can they ask appropriate questions or provide information?
- Observing students completing class activities when outside the classroom, such as in the library or undertaking field work.
- Analysing work samples, such as written work or oral presentations.

### What information needs to be collected?

1. Information needs to be collected about students' current knowledge, skills and understandings of the content which the history syllabus outlines. Conducting quizzes, making "What we already know" charts or having students construct a model will provide information about appropriate starting points.
2. Information also needs to be collected about students' literacy skills which will influence their ability to demonstrate proficiency in the new content. Consider what the literacy demands of the planned work will be. Determine whether students have previously encountered these sorts of demands.

It might be necessary to have students provide a piece of writing, or participate in an oral discussion, or have them read a piece of text to determine what level of support will be required. Think about the technical or subject-specific language which students will be required to use and the ways in which they will need to be supported. Examine the texts which they will be required to read to determine whether they will be too difficult or too simple for some students. It may be necessary to find a range of texts to suit the differing achievement levels of the students.

## Where are my students going?

When we select learning outcomes for a unit, we are identifying what the student should be able to do at the completion of the unit. To select appropriate outcomes, we need to have some information about the skills which the students demonstrate before we teach the unit. This will enable us to select suitable teaching and learning strategies and determine the appropriate content.

## How are my students going to get there?

To achieve history outcomes and improve the literacy skills of students, we need to be explicit and systematic in our approach.

### Explicit teaching involves:

- explaining to students the purpose of the task or unit of work
- presenting tasks clearly
- modelling and demonstrating the tasks to be performed
- making links with prior knowledge
- selecting appropriate tasks and texts
- providing positive and useful feedback to students on both their developing content knowledge and skills and their literacy skills
- correcting errors and providing further modelling and demonstration as needed
- providing links between content and strategies
- providing opportunities for students to practise new skills and understandings, with guidance from the teacher or support from peers
- providing challenging tasks which allow students to progress and refine their skills, knowledge and understandings.

### Systematic teaching involves:

- having a clear understanding of the skills, knowledge and understandings that need to be taught
- breaking the learning up into meaningful “chunks”
- knowing what literacy demands are inherent in the content to be taught
- knowing a range of appropriate strategies for teaching literacy
- monitoring students’ progress consistently throughout the teaching and learning cycle and adapting the teaching where necessary
- giving students opportunities for observation, guided practice and independent performance of all new learning.

(adapted from: NSW Department of Education and Training, *Focus on literacy* (1997)).

Students can be supported in reading more difficult texts by using strategies such as:

- highlighting new vocabulary and teaching it beforehand
- using headings and subheadings to predict what a text will be about
- considering the theme of a text to predict what the contents might be.

In some cases audio tapes may be made of a text and a student may follow the text on a listening post.

## **How do I know when my students get there?**

We use a variety of assessment strategies to make judgements about whether or not students demonstrate achievement of learning outcomes. Assessment is integral to the teaching and learning process, as it provides us with valuable information that can be used to improve the quality of our work. Assessment information can be recorded in a variety of ways, depending upon the intended audience for the information. The evidence of achievement of history outcomes is the demonstration of what a student knows and can do. To achieve history outcomes, students will also be demonstrating a range of literacy skills.

The following units of work will exemplify a range of strategies for explicitly teaching literacy in history.



# Chapter 4: Units of work

## Unit one: Ancient Rome

Text type focus: historical recount, biographical recount and descriptive report

### Introduction

#### Rationale

This unit focuses on reading and writing about significant people and events in the history of Ancient Rome and on describing aspects of life in Ancient Rome. It begins with building field knowledge of chronology and background events.

The unit highlights:

- using timelines to extract and organise information when reading and writing recounts
- using matrices or tables to extract and organise information when reading and writing reports
- the use of time expressions such as prepositional phrases and dependent clauses
- the appropriate use of action verbs in the past tense
- the use of text and section previews to organise information in reports
- the use of noun groups to build descriptions.

Explicitly recognising and identifying structures and language features will assist students to understand and respond appropriately when listening to or reading recounts and reports and will help them to write successful biographical recounts and descriptive reports.

This approach will support effective learning arising from the investigation of the events, conditions and significant people of Ancient Rome.

The aims of the unit are:

- to investigate the major events and the participants of Ancient Rome
- to extract relevant information from a range of sources, including model texts, textbooks, CD-ROMs and the Internet
- to retell events in the lives of significant people using the biographical recount
- to describe the way things were in Ancient Rome using the descriptive report.

## Learning outcomes

Students will:

- examine the historical and geographical context of Ancient Rome
- examine the main events of Ancient Rome
- use a range of skills and strategies to locate and extract information from written texts, lectures and audiovisual material (including material from CD-ROMs and the Internet)
- examine the lives of famous people associated with Ancient Rome
- identify the purpose, structure and key language features of biographical recounts
- write biographical recounts of famous people associated with Ancient Rome
- critically evaluate perspectives presented in source materials
- critically evaluate the usefulness of sources
- examine aspects of life in Ancient Rome
- identify the purpose, structure and key language features of descriptive reports
- define and describe some models of government (republic, monarchy, democracy)
- write descriptive reports of some aspects of life in the Roman Empire

## Resources

### Teacher reference:

Morris, A. and Stuart-Dore, N. (1989) *Learning to learn from text*, Addison-Wesley, North Ryde, NSW.

NSW Department of Education and Training. (1997). *Exploring ancient cities: An Exhibition in Computer-based technologies in the HSIE KLA*, Curriculum Support Directorate.

NSW Department of School Education. (1996). *Exploring Literacy in School History*, Disadvantaged Schools Program, Metropolitan East Region.

### Textbooks:

*Exploring the past: The Roman World*. (1989). Marshall Cavendish, New York.

### Videos:

*Daily Life in Classical Rome*, Knowledge Books and Software, 40 Seaview St, Brighton Qld 4017.

### CD-ROMs:

- Microsoft (1995) *Encarta 95*, Roman Empire; Julius Caesar; Timeline.
- Sumeria Inc. and Scientific America (1994) *Exploring Ancient Cities*.
- Microsoft (1995) *Ancient Lands*.



## Overview

Unit one: Part 1: Ancient Rome			Text types: Biographical recount and descriptive report		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Determining prior learning	Activity 1: Establishing students' prior knowledge of the topic <ul style="list-style-type: none"> <li>teacher-led brainstorm of existing knowledge</li> <li>whole-class formulation of focus questions for topic</li> </ul>	<ul style="list-style-type: none"> <li>building specialised vocabulary</li> </ul>	BLM 1	<ul style="list-style-type: none"> <li>formulate questions relevant to an historical enquiry of Ancient Rome</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
	Activity 2: Establishing students' prior knowledge of text types <ul style="list-style-type: none"> <li>group matching of text types and purpose in school history</li> <li>teacher-led discussion of text types and social purpose, focusing on recount and report</li> <li>individual construction of biographical recount on familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>key text types in history and social purpose</li> </ul>	BLM 1 BLM 2a and 2b BLM 3 BLM 4 BLM 5	<ul style="list-style-type: none"> <li>recognise function of key text types in history</li> <li>distinguish some language features of key text types in history in general terms (e.g. organised by dates, people's names, past tense)</li> </ul>	<ul style="list-style-type: none"> <li>Written text</li> </ul>
Building field knowledge	Activity 3: Setting Roman Empire in time and place <ul style="list-style-type: none"> <li>teacher-led demonstration of timeline based on Christian calendar (BC/AD)</li> <li>groups scan a timeline to locate major civilisations and Roman Empire in history</li> <li>groups scan a map to locate important places within Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>sequence of time</li> <li>scanning information from a graphic representation</li> <li>reading maps using a key</li> <li>specialised vocabulary</li> </ul>	BLM 6 BLM 7 BLM 8 BLM 9	<ul style="list-style-type: none"> <li>identify names of major civilisations and eras</li> <li>locate names of major civilisations and eras on a timeline</li> <li>identify important places on a map</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
	Activity 4: Listening to and reading an historical recount about the history of Ancient Rome <ul style="list-style-type: none"> <li>teacher-led introduction to major events and personalities of Roman Empire (using video)</li> <li>groups identify key people and sequence major events in Rome's history</li> <li>groups use information on timeline to complete an historical recount of major events of Roman Empire</li> <li>teacher-led discussion of perspectives of Roman Empire presented in historical recount</li> </ul>	<ul style="list-style-type: none"> <li>specialised vocabulary</li> <li>recognising time expressions</li> <li>scanning a written text</li> <li>listening or viewing for general meaning</li> <li>chronological organisation of recounts</li> <li>judgement words in deduction stage</li> </ul>	BLM 10 BLM 11 BLM 12 BLM 13	<ul style="list-style-type: none"> <li>identify names of major civilisations and eras</li> <li>locate names of major civilisations and eras on a timeline</li> <li>identify important places on a map</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>

Unit one: Part 1: Ancient Rome			Text types: Biographical recount and descriptive report		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Building field knowledge (continued)	Activity 5: Exploring the life of Julius Caesar <ul style="list-style-type: none"> <li>teacher-led introduction to life of Julius Caesar with video</li> <li>reading a map to trace Caesar's conquests</li> <li>class discussion of Caesar's life and historical significance</li> </ul>	<ul style="list-style-type: none"> <li>listening for general meaning</li> <li>specialised vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>recall significant events in Julius Caesar's life</li> <li>identify major conquests of Julius Caesar on a map</li> <li>define specialised terms</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
	Activity 6: Reading a biographical recount about Julius Caesar and taking notes <ul style="list-style-type: none"> <li>groups reassemble a jumbled biographical recount on Julius Caesar</li> <li>teacher-led discussion of social purpose of biographical recount</li> <li>teacher-led demonstration of notetaking using a graphic outline (timeline)</li> <li>group notetaking using timeline (cooperative cloze)</li> <li>small group oral recount using notes</li> </ul>	<ul style="list-style-type: none"> <li>survey reading</li> <li>social purpose of biographical recount</li> <li>chronological organisation of biographical recount</li> <li>introduction to time expressions</li> <li>notetaking using graphic outline</li> </ul>	BLM 14 BLM 15 BLM 16	<ul style="list-style-type: none"> <li>rearrange jumbled biographical recount</li> <li>identify function of time expressions to organise events in time</li> <li>distinguish biographical recounts from other recounts</li> <li>complete a clozed timeline with information from a biographical recount</li> <li>present an oral biographical recount of Julius Caesar's life</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Completion of cloze texts</li> </ul>
Modelling and deconstruction	Activity 7: Exploring a biographical recount <ul style="list-style-type: none"> <li>teacher-led discussion of staging and organisation of biographical recount. Analysis of model text 1 (Julius Caesar)</li> <li>groups label stages on model text 1</li> <li>teacher-led discussion of perspective presented in text</li> </ul> Extension: <ul style="list-style-type: none"> <li>teacher-led demonstration of key language features of biographical recount</li> <li>groups identify how these language features also function in an historical recount (the history of Rome)</li> </ul>	<ul style="list-style-type: none"> <li>stages of biographical recount</li> <li>chronological organisation</li> <li>judgement words</li> </ul> Extension: <ul style="list-style-type: none"> <li>time expressions (clauses and phrases) at beginning of paragraphs and sentences</li> <li>action verbs</li> </ul>	BLM 17 BLM 15  BLM 17 BLM 11 BLM 2b	<ul style="list-style-type: none"> <li>identify names of stages of a biographical recount</li> <li>identify chronological organisation of a biographical recount</li> <li>recognise perspectives presented in texts</li> </ul> Extension: <ul style="list-style-type: none"> <li>complete cloze texts with time expressions and action verbs</li> </ul>	<ul style="list-style-type: none"> <li>Labelling stages and key language features</li> <li>Teacher observation</li> <li>Independent analysis of model text 2</li> </ul>

Unit one: Part 1: Ancient Rome			Text types: Biographical recount and descriptive report		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Joint construction and building field knowledge	Activity 8: Class research on Cleopatra <ul style="list-style-type: none"><li>teacher-led introduction to Cleopatra's life</li><li>teacher and teacher-librarian model research skills including how to access the Internet</li><li>group jigsaw research supported by notetaking scaffolds (CD-ROM, text and Internet)</li><li>class comparison of source material</li><li>critical evaluation by class of source material</li><li>groups complete an outline with information about Cleopatra</li></ul>	<ul style="list-style-type: none"><li>reading</li><li>extracting information from different sources</li><li>notetaking from written and audio-visual sources</li><li>formulating questions to obtain historical information</li><li>critical literacy</li></ul>	BLM 18 BLM 19	<ul style="list-style-type: none"><li>identify texts which give useful information for writing a biographical recount</li><li>survey texts for general information in</li><li>critically evaluate information in texts</li><li>recognise how note-taking scaffolds can be used to avoid plagiarism</li><li>find relevant information on a range of texts</li><li>extract relevant information</li><li>provide evidence for judgements</li></ul>	<ul style="list-style-type: none"><li>Teacher observation of research skills</li><li>Completed narratives</li><li>Completed timeline</li></ul>
	Activity 9: Planning and writing a biographical recount <ul style="list-style-type: none"><li>groups choose and reorganise noted information for writing biographical recount using a notetaking scaffold</li><li>teacher-led class construction of biographical recount on Cleopatra</li></ul>	<ul style="list-style-type: none"><li>choosing and reorganising information for a particular purpose</li><li>drafting and editing</li><li>writing a biographical recount</li></ul>	BLM 20 BLM 21	<ul style="list-style-type: none"><li>use knowledge of biographical recount structure to organise information</li><li>contribute to joint construction of a biographical recount on Cleopatra</li><li>assess jointly constructed texts with class</li></ul>	<ul style="list-style-type: none"><li>Self-assessment chart (BLM 21)</li></ul>
Independent construction	Activity 10 (extension): Researching and writing biographical recounts about people in the later Roman Empire <ul style="list-style-type: none"><li>group research on other notable personalities (where information is readily available) using CD-ROM, books, video and Internet sites</li><li>students draft, edit and present individual recounts</li><li>teacher demonstrates creating a web site</li></ul>	<ul style="list-style-type: none"><li>research skills</li><li>writing, drafting and editing</li><li>publishing on a computer</li><li>creating a web site</li></ul>	BLM 4	<ul style="list-style-type: none"><li>use a range of resources including CD-ROMs and Internet</li><li>select resources to write a biographical recount</li><li>independently construct a notetaking scaffold</li><li>extract relevant information from texts</li><li>draft, assess and edit a biographical recount</li><li>publish completed biographical recounts on a class web site</li></ul>	<ul style="list-style-type: none"><li>Assessment criteria for biographical recount criteria (BLM 4)</li></ul>

Unit one: Part 2: Life in Ancient Rome			Text types: Biographical recount and descriptive report		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Building field knowledge	Activity 11: Opening the field: Life in the Roman Empire <ul style="list-style-type: none"><li>teacher-led discussion of purpose of descriptive reports to describe life in Ancient Rome</li><li>class discussion of life in Ancient Rome</li></ul>	<ul style="list-style-type: none"><li>purpose of descriptive reports</li></ul>	BLM 2a and 2b	<ul style="list-style-type: none"><li>identify purpose of descriptive reports to describe historical things and places</li><li>contribute to brainstorm of aspects of life in Ancient Rome</li><li>classify words and phrases according to types of things</li></ul>	<ul style="list-style-type: none"><li>Teacher observation</li></ul>
	Activity 12: Extracting general information from visual material about aspects of life in Roman Empire <ul style="list-style-type: none"><li>teacher-led demonstration of tables and matrices to assist detailed reading and note-taking from descriptive reports</li><li>student note-taking using table or matrix from video report</li><li>teacher-led discussion of aspects of Ancient Rome (e.g. type of government, entertainment)</li></ul>	<ul style="list-style-type: none"><li>organisation of information according to types</li><li>extracting detailed information from texts in note form</li><li>specialised terms</li></ul>	BLM 22 BLM 23	<ul style="list-style-type: none"><li>listen for specific information</li><li>extract relevant information from an audiovisual report</li><li>use a table or matrix to organise and record information in note form</li></ul>	<ul style="list-style-type: none"><li>Completed tables or matrices</li></ul>
	Activity 13: Survey reading <ul style="list-style-type: none"><li>survey reading of descriptive report (predicting main ideas from previews)</li><li>group rearranges jumbled model text and reflects on knowledge of text and language which assisted them</li><li>jigsaw reading and note-taking from paragraphs of descriptive report</li><li>students complete cloze of a report text</li></ul>	<ul style="list-style-type: none"><li>text and section (paragraph) previews to organise information</li><li>predicting content</li></ul>	BLM 23 BLM 24 BLM 25 BLM 26 BLM 27	<ul style="list-style-type: none"><li>predict content of text from reading previews</li><li>use knowledge of report organisation to rearrange a jumbled text</li><li>complete cloze of a report with appropriate information</li></ul>	<ul style="list-style-type: none"><li>Cloze text</li></ul>

Unit one: Part 2: Life in Ancient Rome		Text types: Biographical recount and descriptive report			
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Modelling and deconstruction	Activity 14: Teacher-led modelling of report on life in Rome <ul style="list-style-type: none"><li>teacher-led discussion of purpose, text type, staging and organisation of descriptive report. Analysis of model text 1</li><li>teacher-led discussion of key language features</li><li>completion of cloze activity</li><li>joint construction of text and paragraph preview sentences from notes</li></ul> Extension: <ul style="list-style-type: none"><li>teacher-led modelling of language features</li></ul>	<ul style="list-style-type: none"><li>purpose and staging of descriptive report</li><li>text and section (paragraph) previews to organise information</li><li>complex noun groups</li><li>relating and action verbs in past tense</li></ul>	BLM 27 BLM 28 BLM 29	<ul style="list-style-type: none"><li>identify stages and previews in a descriptive report</li><li>identify key language features of a descriptive report (historical)</li></ul>	<ul style="list-style-type: none"><li>Labelling stages and key language features</li></ul>
Joint construction	Activity 15: Joint construction of paragraphs for report <ul style="list-style-type: none"><li>teacher-led writing of further paragraphs for descriptive report of life in Ancient Rome</li></ul> OR <ul style="list-style-type: none"><li>teacher-led writing of descriptive report on another aspect of life in Ancient Rome</li></ul>	<ul style="list-style-type: none"><li>writing a paragraph</li></ul>		<ul style="list-style-type: none"><li>contribute to jointly constructed report of life in Ancient Rome</li></ul>	<ul style="list-style-type: none"><li>Teacher observation</li></ul>
Independent construction	Activity 16: Extension: Researching and writing descriptive reports about aspects of life in Ancient Rome <ul style="list-style-type: none"><li>group research on aspects of life (where information is readily available) using CD-ROMs, books, videos and Internet sites</li><li>students draft, edit and present individual descriptive reports</li><li>students organise all biographical recounts and descriptive reports as a book and as a web site</li><li>class discussion or debate on legacy of Ancient Rome</li></ul>		BLM 29 BLM 30	<ul style="list-style-type: none"><li>independently write a report on an aspect of life in Ancient Rome</li></ul>	<ul style="list-style-type: none"><li>Assessment criteria for descriptive report</li></ul>

## Phase 1: Determining prior learning

During this phase, students share their prior knowledge about the topic and about the text types which will be useful in learning about the topic. Observations of students' understandings can be used to plan future learning activities.

### Activity 1: Establishing students' prior knowledge of the topic

#### Purposes:

- to motivate investigation of the topic
- to introduce the field
- to ascertain prior learning
- to encourage non-threatening group interaction and
- to share group knowledge.

- Introduce the topic Ancient Rome and ask students if they have heard of it. If they haven't, ask them to predict from the words whether it might be a place, a person or a thing.
- Define the term "ancient" as a very long time ago.
- Encourage further sharing of knowledge or prediction with such questions as: *Where do you think it is or was? When? Why do you think it might be important? Who might be some famous people from there?*

Discussion and interest could be stimulated by using pictures of such things as chariots, Roman ruins and such people as gladiators, Cleopatra or Julius Caesar.

- Introduce the terms "Roman republic" and "Roman Empire".
- Define the term "Empire" as a group of countries or nations ruled over by one person, usually called an Emperor.
- Define the term "republic" as a place where the people vote for those who rule them. Relate this to the current situation in Australia.
- Explain that the focus of the unit will be on how the Roman Republic and Empire were created, the lives of famous people from the time and what life was like in Ancient Rome.
- Work with the class to formulate focus questions such as those on BLM 1. Write the questions somewhere where they can be referred to throughout the unit.

### Activity 2: Establishing students' prior knowledge of text type

#### Purpose:

- to ascertain students' prior learning of text types, particularly biographical recounts and descriptive reports.
- Explain to students that while they are learning about Ancient Rome they will read and write a number of different text types.
- If students are familiar with text types, ask them to identify those they know and what they are used for. Ask them which ones they think might be useful in answering the questions formulated earlier (on BLM 1). Remind students that each text type functions to achieve a different purpose.

## Phase 1: Determining prior learning (continued)

- Give groups of students a copy of BLM 2a and 2b, which have examples of some typical written texts on the topic of Rome.
- Provide each group with a copy of BLM 3 and ask them to cut out the appropriate purposes and names of text types. Students could keep this for later reference.
- Discuss with students how text types are used in different subjects and which of the text types might be useful to answer the questions on BLM 1.

### Text types in different subjects

- Different subjects draw on different kinds of texts because the nature of the learning is different.
- Some subjects might draw on similar text types. For example, geography and history are both concerned with changes over time and with how things are or were. Therefore, descriptive reports and historical recounts are found in both subjects.
- Even if a text type is used in more than one subject, the field of study influences not only the kind of information included, but also the structure, language features and vocabulary.

For example, a descriptive report on Rome written for geography would typically focus on the location of features, so prepositional phrases of place often come at the beginning of the sentences. The geography report is also more likely to be concerned with how things are in Rome and would therefore use relating\* verbs in the simple present tense.

In history, a descriptive report on city life in Ancient Rome is likely to focus on time because it is concerned with how things were and how people lived in the past. It is more likely to have action verbs and relating verbs in the past tense. A history report might also include a deduction stage where a judgement would be made about how life was.

\*relating verbs include verbs “to be” and “to have”.

### Diagnostic assessment task: biographical recount

- Provide students with information about a famous person from Ancient Rome, e.g. the Emperor Constantine, and ask them to write a biographical recount of significant events in his life. Explain that this will provide information about what they already know about this type of writing and enable you and them to measure progress from the beginning to the end of the unit. It will also assist you in planning effective strategies to support their reading.

It is important that students have sufficient field knowledge of the person they are to write about. A marking sheet is supplied on BLM 4 and an explanation of the assessment criteria used is on BLM 5.



## Phase 2: Building field knowledge

During this phase students participate in structured and cooperative listening and reading activities to build their field knowledge, both of the historical context of Ancient Rome and of the lives of important people of the time. Reading skills such as scanning, skimming and extracting information in note form using graphic outlines are introduced and practised. The two recounts read here will be used as model texts in the next phase.

### Activity 3: Setting Ancient Rome in time and place

- Show students a timeline and explain that timelines are often used in history to provide an overview of events and the times in which they occurred. Explain how information is generally organised in timelines.

If students are not familiar with timelines, use events from modern Australian history or everyday events to demonstrate the concept.

#### The use of graphic outlines for note taking

Graphic outlines are useful because they:

- focus students on what information is needed
  - help students avoid plagiarism
  - encourage students to read efficiently
  - support students to a greater or lesser extent in moving towards independence
  - reflect the organisation of information in text
  - assist in consolidating knowledge.
- Explain the terms “BC” and “AD” to students and demonstrate visually on a timeline, how much of what we term “history” occurred “BC”. Explain that other terms are “BCE” and “CE”.

If this unit is studied before the Crusades unit, Activity 3 from the unit on the Crusades could be used here to introduce the notion of eras and to relate the Roman Empire to events of modern times.

- Make an OHT of BLM 6, which is a timeline of the rise and fall of major civilisations. Use this to demonstrate where Ancient Rome fits on a timeline of major early civilisations.
- Demonstrate scanning using questions from BLM 7. Discuss the benefits of scanning in an historical investigation.

Scanning involves running our eyes over the text rather than reading all the words. It is particularly useful in history as we often need to locate and verify information from a number of sources. Scanning is a skill used to locate specific information from a text, e.g. dates, names, numbers and places. Before scanning, the reader must clarify the information needed and be aware of graphological clues which will help, e.g. capital letters for names of people and places; numbers for dates; words such as “after”, “before” and “during” for other time expressions; expressions such as “AD” and “BC”.



## Phase 2: Building field knowledge (continued)

- Discuss, in broad terms, the civilisations on the timeline, encouraging students to share their knowledge of particular civilisations.
- Show students a map of Ancient Rome (BLM 8) at its greatest extent. Ask them if they can identify present countries and cities on the map. Overlay BLM 9 with current boundaries and countries marked.
- Use the map to discuss the growth of Rome from its beginnings as a small city state in 300 BC. Use it also to point out significant places such as Carthage, Greece, Egypt etc.
- Give students a copy of the map outline and ask them to colour the parts controlled by Rome and mark in the significant places.

### Activity 4: Listening to and reading an historical recount about the history of Rome

- Give an oral recount of the rise and fall of the Roman Empire, referring to a map in order to point out such places as Carthage, Macedonia, Gaul, Egypt and Asia Minor. If possible, use a video as well. (See video resource referred to in the introduction to the unit on page 25.)

This is an opportunity to introduce the information from the historical recount on BLM 11. It is important, especially for ESL students, that names of people, places and battles are written on the board and that students are made aware of how the names are pronounced. It is also a good opportunity to introduce and broadly define terms such as *dictator*, *reform*, *uprising* and *republic*.

### Listening assessment task: building vocabulary prior to reading

- Provide students with the vocabulary matching exercise and sequencing exercise on BLM 10. Ask students to draw on the information gained from the video or oral recount to match people with their description and to sequence the events. This will enable you to assess the students' listening comprehension skills and prepare them for reading the text. The task may be completed individually or in groups.

### Scanning to locate specific information

- Give students copies of the historical recount on BLM 11 and ask them quickly to read through the text to see if their answers were correct. Give a strict time limit and take the text back after the specified time.

Time limits are a good way to encourage students to read for a particular purpose (in this case, to locate specific information and to check that their answers are correct) rather than to read every word in the text.

- Show students on OHT the timeline on BLM 12. Demonstrate the relationship between the chronological organisation of the timeline and the organisation of the historical recount (BLM 11).
- Give pairs of students the cloze passage on BLM 13 and a copy of the timeline on BLM 12. Explain that the information missing from the text relates to time. Work through the first few gaps by scanning with the students, then ask them to complete the text in pairs.
- Give students a copy of the completed text on BLM 11 to check their answers and to keep as a model historical recount. Ensure that all students also have a copy of BLM 12, which can be added to their workbooks.

### Critical literacy: exploring perspectives

- Discuss with students the perspectives presented in the recount.

In this case the writer is fairly neutral in recording the events. In the deduction, however, there are a number of words which positively appraise Ancient Rome, e.g. *contributed, preserved, tolerant, peaceful, united*. The selection of events to include in the recount also helps to give a positive judgement of Ancient Rome. Further information about how the language works to appraise or judge events can be found in Chapter 4 of *Exploring Literacy in School History*.

It might be interesting to discuss with students possible versions of events from the point of view of the slaves and conquered peoples or from citizens of the plebeian class.

### Activity 5: Exploring the life of Julius Caesar

#### Preparing the field

- Explain to students that they will now focus on the lives of important people within the Roman Empire. Ask them to suggest the people they think are significant and which ones they would like to know more about.

This will prepare students to investigate a person of their choice in the independent construction phase of the unit.

- Introduce Julius Caesar as the first person to be investigated. Work with students to pose questions about his life and historical significance.

#### Oral recount

- Recount the life of Julius Caesar verbally. Use videos, pictures and maps where they are available. (See Resource list in the introduction to the unit.) Tell students that you are providing an oral recount of Julius Caesar's life.
- Ensure that all new terms from the model text (BLM 15) are introduced and defined at this stage. Discuss the historical significance of Julius Caesar. Construct vocabulary charts of subject-specific terms and their everyday equivalents. Students can add to these charts throughout the unit, e.g.

Everyday	Subject-specific
lower classes	plebeian
Egyptian king or queen	Pharaoh
three people ruling	triumvirate

- Copy a suitable map onto an overhead transparency and use it to trace the conquests of Julius Caesar. Make copies of the map for students to refer to as they read about Julius Caesar.

## Phase 2: Building field knowledge (continued)

### Activity 6: Reading a biographical recount about Julius Caesar and taking notes

#### Survey reading

- Divide students into small groups. Give them a copy of the *Life of Julius Caesar* which has been jumbled (BLM 14). Ask them to cut out each section of the text then rearrange the text in the correct order.
- Discuss the clues which students used in order to reorganise the text (particularly the progression of time).
- Give all students a copy of the completed text (BLM 15).
- Remind students of the exercise they completed in Activity 2 where they matched texts with their purposes. Identify this text as a biographical recount and explain how it differs from other types of recounts which they may be familiar with, e.g. personal and literary recounts.

#### Recounts

Although all recounts function to retell events in the past and are organised in chronological order, there are a number of distinguishing features. Some are:

##### *Personal recount*

The focus here is on a personal response to events. The language is generally non-technical and more like speech. The writer's or characters' feelings and responses are generally included throughout the text.

##### *Autobiographical recount*

The focus is on the person who is writing the recount, so specific people's names and the first person pronoun "I" are used. Significant events from the person's life are selected.

##### *Biographical recount*

The focus here is on significant events of a third person's life. The focus is on specific people's names and the pronouns "he" or "she". In many biographical recounts there is an attempt to evaluate the person's life and this often becomes a separate stage of the recount.

##### *Historical recount*

Historical recounts are concerned with events involving groups of people and often institutions (e.g. the Senate, the army). There is often a great deal of technical vocabulary. Historical recounts can deal with longer time frames than other types. A deduction stage, which evaluates the significance of events, is often included as a separate stage.

##### *Procedural recount*

Procedural recounts may be used at school to retell the events in a scientific experiment or an observation, or to recount how a task was completed. While the focus is on the first person (often the plural "we"), these texts often include technical vocabulary.

##### *Literary recount*

Literary recounts primarily entertain by establishing a relationship between the author and the audience, while recounting a sequence of events.

## Reading and note taking

- Explain that students will now read about the life of Julius Caesar, this time completing a timeline with information from BLM 15. Show students a timeline on an overhead transparency (e.g. BLM 16) from which some information has been omitted and demonstrate note taking by filling in the first two or three spaces together.

### Notes v. whole sentences

A useful way of demonstrating notes is to write an incomplete sentence such as

1. ... teacher came ... ... classroom

and ask students to fill in the missing words.

Students are likely to agree on the missing words.

Then write a sentence such as;

2. The ..... on the....

and ask students to complete the missing words.

In this case they are not likely to agree.

In Example 1, the linking or grammar words have been left out, but the meaning or content words have been recorded. In Example 2, it is the other way round. Effective note taking is recording the content words which in historical recounts are generally the nouns, verbs and dates.

- Give each pair of students the timeline on Julius Caesar (BLM 16) from which some information has been omitted.
- Ask students to complete the timeline with information from the texts.
- Demonstrate to students how they might give an oral recount, referring to the notes on the timeline rather than to the text. Ask students to practise giving an oral recount with their partners.
- Remind students of the oral recount which was modelled in activity 5.

## Phase 3: Modelling and deconstruction

In this phase important features of typical biographical recounts are demonstrated or modelled by the teacher using the biographical recount, Julius Caesar. Students identify features in the model text and compare them with features which are the same or different in the historical recount they have read earlier. It is important that students are familiar with the content of these texts before examining how the language works to create meaning.

### Activity 7: Exploring a biographical recount

- Refer students to their text *Life of Julius Caesar* from the previous activity (BLM 15).
- Demonstrate the stages of a biographical recount on an OHT. Ask students to write the names of the stages on their copy of the text. (BLM 17 shows the stages of the text.)

#### Text type: Biographical recount

The purpose of a biographical recount is to chronicle significant events in a person's life.

#### Structure of biographical recounts

Biographical recounts are typically structured in the following way:

1. The orientation or background stage introduces the information, such as who the person was, when they lived or were born, where they lived, and why they are being written about.
2. The record of events stage records the significant events in the person's life as they unfolded over time.
3. The evaluation of person stage is an optional stage. It functions to draw out the historical significance of the events of the person's life.

#### Organisation of information

Information in the main stage of biographical recounts is organised chronologically. Each paragraph deals with one block of time or series of events.

#### Nouns

Nouns tend to deal with specific people rather than with groups of people or institutions. However, because biographical recounts set people's lives within an historical context, many nouns are specialised and field- or content-specific.

#### Expressions of time

Biographical recounts use two main ways of expressing time. These typically come at the beginning of sentences and paragraphs.

1. Precise dates or times using prepositional phrases, e.g. *In 55 BC* or *In the first century AD*.
2. Time events expressed as dependent clauses or phrases, e.g. *After his death*, Octavian became Emperor; *One year before he died*, Julius Caesar returned to Rome.

#### Verbs

The main stage of biographical recounts, the record of events, typically uses action verbs in the past tense. Relating verbs (mostly "be" and "have") are often used in the evaluation stage.

- Use BLM 17 to demonstrate for students the chronological organisation of information within the record of events stage and the placement of time at the beginnings of sentences and paragraphs.
- Explain the meanings of such phrases as, *In the first century AD* and *In 120 AD*, where the date refers to the second century.

### Language focus (extension)

The language features which are introduced to students will depend on the experience they have had with the recount text type. The biographical recount of Julius Caesar has been annotated on BLM 17 to show time events and phrases and action and relating verbs in the past tense.

Students could participate in deconstruction activities such as:

- highlighting or underlining time expressions or action verbs in the historical recount (BLM 11) or Text 4 from BLM 2b.
- completing texts from which time expressions or action verbs have been deleted.

### Critical literacy

- Discuss the perspective presented in the biographical recount

As with the historical recount, this text seems fairly objective. It is, however, worth exploring the explicit judgement in the evaluation stage and the selection of events. It would also be useful to compare the language in the text with texts which are more overtly positive or negative.

## Phase 4: Joint construction and building field knowledge

During this phase students use reading skills to extract information and write a biographical recount about Cleopatra.

Students are introduced to basic research skills aimed at selecting appropriate resources. They then work cooperatively to make notes, using a timeline scaffold, and use them to write a biographical recount as a whole class.

In the joint construction phase it is important that the teacher or teacher-librarian select resources which are at an appropriate level for the students. This is especially important if using the Internet, as many web sites are written for university or research purposes.

### Activity 8: Class research on Cleopatra

In this activity students will research another important person from Ancient Rome, Cleopatra.

- Explain to students that the whole class will now collect information about another important person connected with Ancient Rome and write a biographical recount together.
- Brainstorm students' existing knowledge of Cleopatra. Ask them to predict the type of information they will need to find in order to write a biographical recount.

For a biographical recount, this should include some information about the early life of Cleopatra and about significant events at different stages of her life.

### Survey reading to select resources

- Explain that there is probably information about Cleopatra in many resources. Some information may not be useful or might be hard to find. Students will need to learn how to recognise the resources which will be most helpful.

#### Survey reading

Survey reading involves skimming through a range of resources in order to locate those which will prove most useful for the task. It involves students in skimming texts to get the general meaning before reading in detail. This typically involves looking at headings, first sentences (previews) in each paragraph and first and last paragraphs to get the general meaning before reading the text in detail. Students also use the headings and paragraph previews to predict what the rest of the text will be about. It also involves looking for the repetition of key words or words with related meanings in each section, e.g. *power*; *government*, *vote*.

Survey reading prepares the reader for a more detailed reading and helps them to choose whether or not the text is useful for them. Students can learn to survey more easily by learning to recognise the structure and typical patterns of organisation in different text types. Learning new words in the context of other related words will also help students.

- Ensure that students are familiar with the Information Process Skills which are included on page 15 of this book. If students are not able to select resources and research a topic effectively they may find themselves relying on inappropriate materials, such as the film **Cleopatra**.

- Provide a range of about six resources on the topic of Ancient Rome, including video, CD-ROM, web sites and books, including encyclopedias, text and reference books.

It is a good idea to include one resource which is not about Ancient Rome, but about Rome today. It is also a good idea to include one resource which does not provide biographical data. This will provide useful information about which students will require more assistance in selecting appropriate resources.

- Show students the survey reading matrix on OHT (BLM 18) and demonstrate how to use it to evaluate one of the resources.
- Divide class into groups of four or five. Give each group a survey reading matrix (BLM 18) and ask each group to look at one of the resources and complete the matrix. Rotate the resources so that each group evaluates each resource.

Instead of rotating the resources, each group could report on one of the resources to the whole group, making explicit the criteria for judging its usefulness.

- When each group has completed the survey, decide, as a whole class, which resource will be most useful.
- Photocopy enough copies of the selected resource for all pairs or small groups.
- Discuss with students the best way of using the information to avoid plagiarism. Remind them of the usefulness of a note taking scaffold such as a timeline to help them extract the information in note form.

This is especially important if the chosen resource itself is a biographical recount.  
It is very difficult for students to avoid plagiarism unless they are given a scaffold for extracting information in note form before writing their own text.

- Give students an outline of a timeline (BLM 19) and ask them to complete it in pairs or small groups, using the resource they have chosen.

For students who need more support, some information about the life of Cleopatra could be included in the scaffold.

It might also be necessary to work with students to create a class timeline after they have completed their own version.

- Once students have completed their timeline, display BLM 19 (answers) for students to check their responses.



**Phase 4: Joint construction (continued)****Activity 9: Planning and writing a biographical recount with the class**

- The purpose of this activity is to work with students to construct a biographical recount. Explain the need to have notes for each of the stages of a biographical recount. Revise the stages and the different kinds of information needed for each.
- Work with students to write a biographical recount of Cleopatra, using the notes from their timelines or from the jointly constructed timeline. A sample joint construction is provided on BLM 20.

**The role of the teacher in joint construction**

In joint construction, the teacher guides the students by asking questions, making suggestions and, if necessary, rewording contributions from students. The responsibility for constructing the text is shared between the teacher and the students

**Assessing the joint construction**

- Using the self-assessment checklist for a biographical recount (BLM 21), check with students that the jointly constructed text displays the important features of a biographical recount.

## Phase 5: Independent construction

In this phase students use their reading and note-taking skills to build up an understanding of the life of another important person in Ancient Rome. Students then use their notes to draft and write a biographical recount, using a self-assessment checklist to assess and refine their writing.

This activity could be completed as an assessment activity, either individually or in groups.

### Activity 10: Researching and writing a biographical recount (extension)

- Supply students with a list of the names of other important people connected with the Roman Empire and some sources of information. For example:

Person	Sources
Hannibal	The Way We Were
Spartacus	
Mark Antony	
Octavian	
Augustus	
Diocletian	
Constantine	

- Provide students with some sources of information and assist them to create a note taking scaffold. Explain that they must complete the note taking scaffold before they begin to write.
- Provide students with a copy of the assessment criteria (BLM 4) and explain that these are the criteria which will be used to assess their work.
- Before students begin writing, check that they have recorded accurate and relevant information.
- Ask students to write their first drafts, using their scaffolds, and to use the self assessment chart to evaluate their drafts.
- Assess students' final drafts using the *Assessment criteria for biographical recount* (BLM 4)
- Publish final drafts in a booklet or on wall charts.

## Part 2: Describing life in Ancient Rome

In this section, students go from retelling events in Rome's history to describing aspects of life in Ancient Rome. Using resources located in the previous search and others from the library, Internet, CD-ROM, etc, they firstly read short descriptions of different aspects of life. The descriptions are then put together to form a descriptive report. Students explore the language of descriptive reports, focussing on the way information is organised within the text and how this organisation pattern can be used to scaffold both reading and writing.

The organisation and language of descriptive reports can be introduced, drawing on students' knowledge of recounts.

### Phase 2: Building field knowledge

#### Activity 11: Opening the field

*In this activity students will begin to learn about life in Ancient Rome.*

- Explain to students that, having looked at aspects of Rome's history, they will now investigate and describe what life was like in Ancient Rome.
- Ask students to suggest what text type might be useful to describe aspects of life. Refer to BLMs 2a and 2b and ask them to choose the text type they would use. Label this text type as a descriptive report in the past tense. It is sometimes called an historical report.
- Pose the question "What was life like in Rome?" and ask students to think of any words which would give some information to answer the question. Ask prompt questions where necessary and write words and phrases randomly on the board.

If students are unable to provide much information, show segments of a video, e.g. *Daily Life in Ancient Rome*, or pictures from textbooks to elicit more responses.

- Explain that if we want to describe what life was like, it is necessary to organise the information in a particular way. Draw on students' knowledge of chronological patterns in recounts to introduce organisation. Ask students to suggest the best way of organising information for a descriptive report.
- Ask students to work in pairs to group the words and phrases from the board which they think belong together and to be prepared to justify why they grouped them in that way.

#### Activity 12: Extracting information from visual texts

- Discuss students' responses, introducing the concept of classification according to types of things. Demonstrate for students how to create a mind map from their classified notes. A sample mind map is provided as BLM 22.
- Introduce a matrix or table based on the mind map for gathering more information about each of the aspects (BLM 23). Explain that this matrix can be used to record information from a number of sources (e.g. teacher's description, video, books, CD-ROMs and Internet).

Students could be given an A3-size matrix on which to record their information.

- Show segments of a video which has a similar organisation pattern, e.g. *Daily Life in Classical Rome*.

- Demonstrate how the matrix can be used to extract information in note form from the video and the difference between general and specific information.

A video such as this can also be used to develop listening for overall meaning. The video could be played for ten minutes, with students listening only to note the topics or features which are described. From these topics, they could create a matrix with boxes left to gather detailed information. The video could then be played a second time for students to note the general and specific information and then share it with others in small or large groups.

- Provide a verbal description of different features and explain the meanings of unfamiliar vocabulary.
- Discuss relevant aspects of life in Ancient Rome and compare them to life today, e.g. the republic issue; slaves; entertainment.

This would be a good time to compare the Roman system of government with the present-day Australian model and to define different models (e.g. constitutional monarchy).

### Activity 13: Survey reading

*The purpose of this activity is to demonstrate to students how topic sentences are used to preview the information within a paragraph.*

- Explain that the class is now going to read some descriptive paragraphs about aspects of life in Rome. Make an overhead transparency of BLM 24 and display it to students. Explain that first sentences are often called topic sentences or previews because they introduce the name of the topic which is often repeated or referred to in the rest of the paragraph.
- Ask students to predict what each paragraph will be about. Ask them to predict some words which they will read in each paragraph.
- Divide class into groups of three. Give each group a copy of BLM 25. Explain that the three description paragraphs have been divided into different sections and jumbled. Students must cut out the sections of text and match the parts correctly.
- When students have matched the sections, ask them to glue each recreated paragraph onto a different piece of paper.
- Discuss with students the strategies they used to reassemble the texts. Discuss the purpose of survey reading a text before reading it in detail. (Survey reading is described on page 38.)

### Jigsaw reading short descriptions and filling in a matrix

- Ask each student in the group of three to take one of the completed descriptive paragraphs on BLM 26 and form another group of three with two students who have the same paragraph (Groups A, B, C). Each re-formed group must read their paragraph in detail and make notes on their matrix (BLM 23).
- When all students have completed the task, ask them to return to their original group of three. Each student must share the information recorded and the other members must record notes of the information on their matrices.

### Assessment task

- Give each student a copy of the descriptive report (BLM 27: Rome in the time of the Empire), containing the three paragraphs read earlier. Students must complete the text with information they have learned about life in Rome.

## Phase 3: Modelling and deconstruction

### Activity 14: Modelling a descriptive report

- Use an overhead transparency of the model text on BLM 28 and BLM 29 to demonstrate the stages and previews of a descriptive report. Ask students to write the stages on their copy of the text (BLM 27).

#### Text type: Descriptive report

The purpose of a descriptive report is to describe the features of things or places.

#### Structure of descriptive reports

Descriptive reports are typically structured in the following way:

The general statement or identification orients the reader to the information contained in the report. This stage often contains a text preview, which identifies the aspects or features which will be described.

The description stage develops a description of each aspect or feature of the topic. The information is usually generalised, relating to groups or classes of things or people.

The deduction stage is an optional stage. It functions to make a general claim about the phenomenon, for example, whether life in Rome was overall a negative or positive experience.

#### Organisation of information

Information in the main stage of descriptive reports is organised around the key aspects or features being described. These are generally set in time rather than sequenced in time like recounts. Each paragraph deals with one aspect or feature of the topic and that feature is generally previewed in the topic sentence or preview.

The beginnings of sentences within each paragraph also tend to refer to the topic or subtopic.

#### Nouns

Nouns tend to deal with groups of people or institutions and with classes of things, e.g. *plebeians, government, education*.

Many nouns can be seen as specialised terms in history.

#### Verbs

As with recounts, descriptive reports use action verbs in the past tense to describe what people did in a particular period. However, they also use relating verbs to describe what things or places were like.

## Phase 4: Joint construction

### Activity 15: Joint construction of paragraph

*The purpose of this activity is to support students as they write paragraph previews as a means of organising information within a descriptive report.*

- Work with students to write further paragraphs from the information they have gathered.
- Ask students to look at the other topics they have on their matrix. Jointly construct further previews of paragraphs to add to the report. Jointly write a new text preview which includes the new topics.

## Phase 5: Independent construction

### Activity 16: Researching and writing descriptive reports

*The purpose of this activity is to extend students who are demonstrating that they are able to independently research and write another descriptive report on a different topic, e.g. Country Life in Ancient Rome.*

- Brainstorm with students other topics which they might research and write about.
- Assist students to define their field of investigation and to select appropriate resources.
- Negotiate with students the criteria which will be used to assess their work.
- Suggested assessment criteria are included as BLM 30.
- Collect all published pieces of work to make a class book on *Ancient Rome*.

#### Extension:

Although it is not advisable to introduce the language features of two text types within one unit of work, students may be able to identify features of a descriptive report by comparing the text with a biographical recount. For example, they might observe that the report has more “being” and “having” verbs and that, instead of time words at the beginnings of the sentences, it often has some reference to the topic or subtopic. The model text has been annotated on BLM 29 with key language features as a reference for teachers.

### Jointly constructing description paragraphs for a report

- Work with students to write further paragraphs for the report with the information they have gathered.
- Alternatively, write a new report on a different topic, e.g. *Country Life in the Roman Empire*.

More proficient students could work independently to write a new report on this topic or on another topic.

## Our study of Ancient Rome

When was it?

Where was it?

What important events happened there?

Who were some important people who lived there?

What was life like there?

**Text 1**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**Rome**

Rome is the capital city of Italy. It is in the south-west of Italy, near the coast of the Mediterranean Sea. Rome is a very important world city.

Rome is the headquarters of the Food and Agricultural Organisation of the United Nations. The FAO organises much of the work to help solve the world's food problems.

Rome also contains an important city called The Vatican. The Vatican is the centre of the Roman Catholic Church and is the home of the Pope. Within the Vatican is the famous Sistine Chapel, whose ceiling was painted by Michelangelo.

**Text 2**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**Buildings in Ancient Rome**

Ancient Rome had many magnificent buildings. Most buildings were made from stone and concrete with terracotta roof tiles. The style of most public buildings was generally practical, solid and useful, although many more elaborate Greek architectural styles were also used. Rome's largest building was probably the Circus Maximus, which could seat 250,000 people. Another important building was the Forum. This was originally a market place and later a place for leading citizens to meet. The typical house for patricians was a large villa built around a courtyard. Ordinary townspeople lived in huge apartment blocks of seven or more storeys.

**Text 3**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**Our trip to Rome**

Six years ago my family visited the city of Rome. The first day we were there we visited many old buildings and a very famous and beautiful church called St Peters. The art works were quite magnificent, including the famous Sistine Chapel ceiling which was painted by Michelangelo. It took years to complete and he had to lie on his back to do it. Every evening we went out to a different restaurant and had all sorts of pasta and pizza dishes and a special kind of ice-cream called gelato. I really loved the Italian food. I didn't like the traffic very much. Everyone seemed to be in such a hurry and there were lots of accidents. We stayed in Rome for nearly two weeks. I don't remember everything about the trip but my father took lots of photos which I love to look at.



**BLM 2b: Text types****Text 4**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**Julius Caesar, dictator of Rome**

Julius Caesar lived from 100 BC until 44 BC in Rome. He was very important in establishing the Roman Empire.

In 65 BC Julius Caesar was made officer in charge of public entertainments. He organised games for gladiators and festivals for the people and became very popular. In 60 BC he joined two other men, Crassus and Pompey, to take control of the Senate. Crassus died soon after and Caesar continued to rule with Pompey. Over the next ten years, he conquered many new lands for Rome, including parts of Britain and France.

The partnership did not, however, remain harmonious. In 48 BC Julius Caesar defeated his rival, Pompey and by 45 BC his power was almost absolute. Caesar made a great many reforms which benefited poor people; however, he made a lot of powerful enemies as well. He was stabbed to death on March 15, 44 BC in the Senate House from which he had ruled the Empire.

**Text 5**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**History of Ancient Rome**

Until 270 BC Rome was a small Italian state. However, over the next 250 years, the city fought a number of wars until she controlled much of the then known world. Many of the conquered people were made slaves of the Roman citizens.

During these years of conquest Rome was a republic. However, for much of the first century BC, there was a series of civil wars. Finally, in 27 BC, Octavian, who renamed himself Augustus, became the first of many emperors.

For the first two centuries AD, the Roman Empire enjoyed a period known as Roman Peace. However, by the end of the 3rd century AD the Empire was in need of reform and Rome was finally overrun by barbarians in the fifth century AD.

**Text 6**

<b>Purpose:</b>	<b>Text type:</b>
-----------------	-------------------

**Map of the  
Roman Empire**



## Text types: Names and purposes

*Cut out the boxes and match them with the texts on BLMs 2a and 2b.*

Purpose	Text type
• describes the way things or places were	historical report
• describes the features of things or places	descriptive report
• retells events from the past	historical recount
• retells personal events	personal recount
• gives information about where places are	map
• retells events in a person's life	biographical recount

## Assessment criteria for biographical recount

Class:.....	Students														
<b>Assessment scale:</b> 0. No evidence 1. Little control 2. Some control 3. Competent 4. Sophisticated control															
<b>Outcomes</b>															
<i>Field knowledge and skills</i> Collects and records appropriate information															
Includes relevant and accurate information															
<i>Purpose</i> Chooses biographical recount															
<i>Staging</i> Orientation, then record of events, then evaluation															
<i>Text organisation</i> Information in record of events organised chronologically															
Paragraphing used to divide major events or sequence of events.															
<i>Language features</i> Correct use of historical terms															
Action verbs in correct past tense															
Time expressions used to begin sentences and paragraphs															
Time expressed as clauses and phrases rather than conjunctions															

## Further explanation of assessment criteria

### *Assessment scale*

- |                     |  |
|---------------------|--|
| 0. = No control     | There is no evidence in the text of the described criteria.  |
| 1. = Little control | The student's writing has rarely or very briefly used the described criteria.                              |
| 2. = Some control   | The student's writing has sometimes or briefly used the described criteria.                                |
| 3. = Competent      | The student's writing is proficient and substantial in the use of the described criteria.                  |
| 4. = Sophisticated  | Goes beyond the competent use of the described criteria, showing the student can manipulate the text type. |

*Field knowledge:* This refers to how much relevant information the student has included.

*Purpose:* Chooses the text type appropriate to the context and task. Yes / No  
Whether or not this criterion will be applicable depends on the question which was set for the writing task.  
It will be applicable for pre-tests and for most common tests, but not usually for independent constructions (post-tests) produced by students at the end of a unit of work.  
YES: The student has chosen to write this text type independently without being explicitly instructed to do so.  
NO: The student has chosen some other text type.

*Staging:* Refers to how the student's writing is organised into the different stages or parts of this text type.  
Assessment should reflect how well the student's writing fulfils the function of each stage.

*Text organisation:* Refers to organisation of language within one or more of the stages: firstly, how the topics or arguments are linked within the whole text, and secondly, how the individual topic or argument is previewed and developed.

*Language features:* It is not necessary to assess all the language features listed, only those which were explicitly taught in the unit of work.  
However, teachers may wish to note individual students who already demonstrate some competence in language features not yet explicitly taught; or teachers might wish to assess the pre-tests of a class for all the language features listed to help determine which features to focus on in the unit.

*General assessment:* This is meant to be an "on balance" assessment of the level of achievement evident in each student's writing. How the various criteria considered are weighted will vary according to each teacher's professional judgement. These numbers can then be transferred to another record sheet where they can be recorded with other classes or other assessments and used to compare from year to year to help demonstrate how literacy skills are improving in the class, in the year group, from Years 7 to 10, in the subject area or in the school as a whole, depending on the amount of data collected.

## BLM 6:

## Timeline of civilisations

Major civilisations and empires	3000 BC	2500 BC	2000 BC	1500 BC	1000 BC	500 BC	1 AD	500 AD	1000 AD	1500 AD
Byzantine Empire 420 AD - 1453 AD										
Holy Roman Empire 800 AD - 1800 AD										
Persian Empire 546 BC - 334 BC 255 AD - 641 AD										
Roman Empire 264 BC - 250 AD										
Carthage 814 BC - 146 BC										
Greece 1100 BC - 330 BC										
Babylonia 1900 BC - 538 BC										
Crete (Minoan) 2500 BC - 1400 BC										
India (Indus Valley) 2500 BC - 1750 BC										
China: Hsia & Shang Dynasty 2000 BC - 1030 BC										
Sumer and Akkad 3000 BC - 1900 BC										
Egypt's Kingdoms 3000 BC - 1085 BC										

## Scanning a timeline

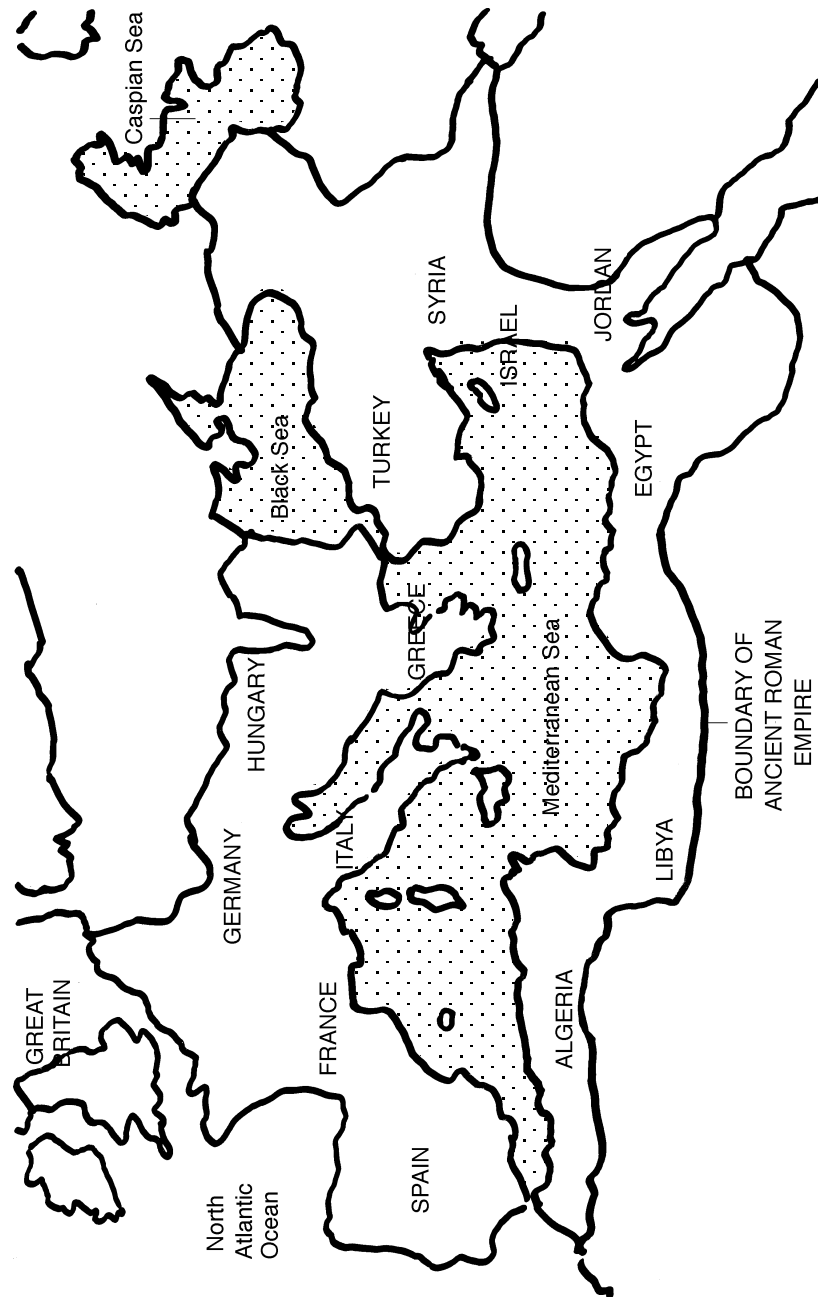
*Look at the timeline on BLM 6 and answer the following questions:*

1. Which civilisations were flourishing in 200 BC?  
.....
2. Which civilisations were flourishing in 2000 BC?  
.....
3. When did the Greek civilisation collapse?  
.....
4. Which civilisation flourished for the longest time?  
.....
5. Which civilisation spanned both BC and AD?  
.....
6. When did the Byzantine Empire come to an end?  
.....
7. Which civilisation had two periods when it flourished?  
.....
8. Which civilisations are the oldest recorded here?  
.....
9. Which is the most recent civilisation?  
.....
10. How many civilisations have there been in the “AD” period?  
.....

## Map of Ancient Rome



## Overlay map with present-day boundaries





**BLM 10:****Listening assessment task: pre-reading**

1. *Draw lines to match the name of a person on the left to their description on the right.*

Person or place	Description
Spartacus	first Emperor of Rome
Diocletian	Pharaoh or Queen of Egypt
Augustus	fought with Cleopatra against Octavian
Julius Caesar	leader of slave uprising
Cleopatra	reformer of Roman Empire
Mark Antony	dictator of Rome

2. *Rearrange the events in the order in which they happened.*

✂️ -----

There was a period of about two centuries called the Roman Peace

✂️ -----

Julius Caesar was made a dictator

✂️ -----

Rome became a Republic

✂️ -----

The Emperor Diocletian divided the Empire into East and West.

✂️ -----

Rome expanded to include Carthage and the Greek city states.

✂️ -----

Rome invaded Britain.

✂️ -----

Spartacus led an uprising of slaves but was defeated.

✂️ -----

Rome was founded.

✂️ -----

There was a civil war between the followers of Julius Caesar and those of Pompey.

✂️ -----

The Western Roman Empire was overrun by barbarian invaders.

✂️ -----

Octavian became Emperor and changed his name to Augustus.

## A history of Ancient Rome

The city of Rome was founded some time around the 8th century BC and became a republic in 509 BC. Until 270 BC Rome remained a small Italian state. However, over the next five hundred years Rome grew to control almost all of the known world.

Rome began to expand in 264 BC. In 146 BC, after more than a century of wars, the city conquered the state of Carthage on the coast of North Africa and all of the Greek city states. Many of the conquered people were made slaves of the Roman citizens.

In 73 BC there was an uprising of slaves led by Spartacus. He was defeated in 71 BC and 6,000 slaves were crucified to ensure there would be no further revolts.

In 60 BC, three men, Julius Caesar, Crassus and Pompey, took control of the Senate and ruled as a triumvirate. Under their leadership, Rome continued to expand, conquering Jerusalem, Gaul, and invading Britain. After Crassus was killed in battle in 53 BC, rivalry between Pompey and Caesar led to civil war. Finally, in 45 BC Julius Caesar was made a dictator. However, he was assassinated in 44 BC and more civil war followed.

In 42 BC, two generals, Octavian and Mark Antony, divided the Roman territories between them. Mark Antony, who ruled in the east, sought help from Cleopatra, the Pharaoh of Egypt, to conquer Persia and the two soon became lovers. After increasing hostility between Octavian and Mark Antony, Octavian finally defeated his rival in battle in 31 BC. In 30 BC he became the first Emperor and changed his name to Augustus. He ruled until his death in 14 AD. During this time the Roman Empire continued to expand.

For the first two centuries AD the Empire enjoyed a period known as Pax Romana or Roman Peace. In this time, efficient government, just laws and a settled life developed. However, by the end of the 3rd century AD the Empire was in need of reform. The Emperor Diocletian carried out many reforms which helped prolong the Empire; however, during the fifth century AD, Rome was overrun by barbarian tribes.

Ancient Rome contributed much to Western culture. The Romans preserved the Greek civilisation, transmitting their language, law, art, science and mathematics around the then known world. Roman law remains as the basis of the legal systems of many European countries. Although there were many injustices in Roman society, it passed on a vision of a tolerant, peaceful, united society based on law.

**BLM 12:****Timeline of Ancient Roman history**

<b>Time</b>	<b>Event</b>
c. 8th Century BC	Rome founded
509 BC	Rome became a republic
264 BC	Rome began to expand
146 BC	Rome conquered Carthage and Greek city states
73 BC	Uprising of slaves led by Spartacus
71 BC	Spartacus defeated; 6,000 slaves crucified
60 BC	Julius Caesar, Crassus and Pompey took control of Senate
53 BC	Crassus killed; rivalry between Caesar and Pompey led to civil war
45 BC	Julius Caesar made dictator
44 BC	Julius Caesar assassinated; more civil war
42 BC	Octavian and Mark Antony divide Roman territories
31 BC	Octavian defeated Mark Antony in battle
30 BC	Octavian became Emperor; changed name to Augustus
14 AD	Augustus died
0-200 AD	Time of Pax Romana (Roman peace)
By end of 3rd Century AD	Roman Empire in need of reform
284 - 304 AD	Emperor Diocletian carried out reforms
Fifth century AD	Rome overrun by barbarian tribes

## A history of Ancient Rome

The city of Rome was founded some time around the 8th century BC and became a republic in 509 BC. Until 270 BC Rome remained a small Italian state. However, over the next five hundred years Rome grew to control almost all of the known world.

Rome began to expand ..... In 146 BC, after more than a century of wars, the city conquered the state of Carthage on the coast of North Africa and all of the Greek city states. Many of the conquered people were made slaves of the Roman citizens.

..... there was an uprising of slaves led by Spartacus. He was defeated  
..... and 6,000 slaves were crucified to ensure there were no further revolts.

....., three men, Julius Caesar, Crassus and Pompey, took control of the Senate and ruled as a triumvirate. Under their leadership, Rome continued to expand, conquering Jerusalem, Gaul, and invading Britain. After Crassus was killed in battle ....., rivalry between Pompey and Caesar led to civil war. Finally, ..... Julius Caesar was made a dictator. However, he was assassinated ..... and more civil war followed.

....., two generals, Octavian and Mark Antony divided the Roman territories between them. Mark Antony, who ruled in the east, sought help from Cleopatra, the Pharaoh of Egypt, to conquer Persia and the two soon became lovers. After rising hostility between Octavian and Mark Antony, Octavian finally defeated his rival in battle ..... In 30 BC he became the first Emperor and changed his name to Augustus. He ruled until his death ..... During this time the Roman Empire continued to expand.

..... the Empire enjoyed a period known as Pax Romana or Roman Peace. In this time efficient government, just laws and a settled life developed. However, ..... the Empire was in need of reform. The Emperor Diocletian carried out many reforms which helped prolong the Empire; however, ....., Rome was overrun by Barbarian tribes.

Ancient Rome contributed much to Western culture. The Romans preserved the Greek civilisation, transmitting their language, law, art, science and mathematics around the then known world. Roman law remains as the basis of the legal systems of many European countries. Although there were many injustices in Roman society, it passed on a vision of a tolerant, peaceful, united society based on law.

**BLM 14: Jumbled text**

Cut out the sections and arrange them in the correct order

Between 58 and 50 BC, Caesar's armies conquered vast new territories including parts of Britain. After Crassus was killed in 53 BC, Caesar and Pompey became bitter rivals and one year later civil war broke out. In 49 BC, Caesar defeated Pompey. Pompey fled to Egypt where he was put to death by the Egyptian king, Ptolemy.

From 65 BC Caesar was officer in charge of public entertainment. He spent a great deal of money on entertainment for the ordinary citizens and became very popular.

### **Life of Julius Caesar**

After achieving more victories in Asia Minor and Africa, Caesar returned to Rome later in 47 BC to a jubilant welcome. During the next few years, he set about dealing with the social and political problems of Rome. He made a great many reforms which brought benefits to the plebeians but which made him unpopular with the nobles. They feared he would become king.

In 60 BC Caesar and two powerful men, Pompey and Crassus, took control of the senate, which had become corrupt and inefficient. They ruled as a triumvirate for seven years.

Julius Caesar was a brilliant politician and general. He was very popular with the plebeians of Rome and worked hard to solve their problems. Caesar was also ambitious enough to use bribery and murder to achieve his goals and made many powerful enemies who eventually destroyed him.

Julius Caesar was born on July 12, 100 BC in Rome. He was born into a poor branch of a noble family but became the most powerful person in Rome.

In the same year, Caesar avenged Pompey's death. He defeated Ptolemy and placed the government of Egypt in the hands of Ptolemy's sister, Cleopatra. At this time, too, Caesar and Cleopatra became lovers.

As a boy Julius Caesar was a good scholar and sportsman. By the age of 15 he had married and become interested in politics. When he was a young man, Caesar spent some time in the army and practised law.

On Feb 15, 44 BC Caesar was offered the crown but rejected it, fearing his enemies in the Senate. One month later, on March 15, he was stabbed to death by a group of senators, and civil war began again in Rome.

## Life of Julius Caesar

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Between 58 and 50 BC, Caesar's armies conquered vast new territories including parts of Britain. After Crassus was killed in 53 BC, Caesar and Pompey became bitter rivals and one year later civil war broke out. In 49 BC, Caesar defeated Pompey. Pompey fled to Egypt where he was put to death by the Egyptian king, Ptolemy.

In the same year Caesar avenged Pompey's death. He defeated Ptolemy and placed the government of Egypt in the hands of Ptolemy's sister, Cleopatra. At this time, too, Caesar and Cleopatra became lovers.

After achieving more victories in Asia Minor and Africa, Caesar returned to Rome later in 47 BC to a jubilant welcome. During the next few years, he set about dealing with the social and political problems of Rome. He made a great many reforms which brought benefits to the plebeians but which made him unpopular with the nobles. They feared he would become king.

On Feb 15, 44 BC Caesar was offered the crown but rejected it, fearing his enemies in the Senate. One month later, on March 15, he was stabbed to death by a group of senators, and civil war began again in Rome.

Julius Caesar was a brilliant politician and general. He was very popular with the plebeians of Rome and worked hard to solve their problems. Caesar was also ambitious enough to use bribery and murder to achieve his goals and made many powerful enemies who eventually destroyed him.

**BLM 16:****Timeline: Julius Caesar**

<b>Time</b>	<b>Event</b>
100 BC	.....
.....	good scholar and sportsman
85 BC	.....
When young	.....
.....	made officer in charge of public entertainment – .....; became powerful
60 BC	..... .....
.....	Julius Caesar conquered vast new territories, including parts of Britain
53 BC	.....
49 BC	.....
.....	Julius Caesar defeated Pompey. Pompey fled to Egypt
.....	- Pompey killed by Egyptian king, Ptolemy - ..... - ..... - Julius Caesar became Cleopatra's lover
later in 47 BC	- ..... - .....
.....	dealt with social and political problems of Rome
Feb 15, 44 BC	.....
March 15, 44 BC	.....

**BLM 16: Sample answer**

<b>Timeline: Julius Caesar</b>	
<b>Time</b>	<b>Event</b>
100 BC	Julius Caesar born
As a boy	good scholar and sportsman
85 BC	married, became interested in politics
When young	spent time in army, practised law
From 65 BC	made officer in charge of public entertainment – spent great deal of money; became powerful
60 BC	Julius Caesar, Pompey and Crassus took control of senate
58-50 BC	Julius Caesar conquered vast new territories, including parts of Britain
53 BC	Crassus killed
49 BC	civil war between Julius Caesar and Pompey
48 BC	Julius Caesar defeated Pompey. Pompey fled to Egypt
47 BC	<ul style="list-style-type: none"> <li>- Pompey killed by Egyptian king, Ptolemy</li> <li>- Julius Caesar defeated Ptolemy</li> <li>- gave power to Cleopatra.</li> <li>- Julius Caesar became Cleopatra's lover</li> </ul>
later in 47 BC	<ul style="list-style-type: none"> <li>- Julius Caesar achieved more victories</li> <li>- return to Rome to jubilant welcome</li> </ul>
During next few years	dealt with social and political problems of Rome
Feb 15, 44 BC	Julius Caesar offered crown
March 15, 44 BC	Julius Caesar assassinated - more civil war



## BLM 17: Model biographical recount annotated to show text organisation and some language features

### Topic

### Life of Julius Caesar

#### Orientation

Julius Caesar was born on July 12, 100 BC in Rome. He was born into a poor branch of a noble family but became the most powerful person in Rome.

#### Record of events

As a boy Julius Caesar was a good scholar and sportsman. By the age of 15 he **had married** and become interested in politics. When he was a young man, Caesar spent some time in the army and **practised** law.

From 65 BC Caesar was officer in charge of public entertainment. He **spent** a great deal of money on entertainment for the ordinary citizens and became very popular.

In 60 BC Caesar and two powerful men, Pompey and Crassus, **took control** of the senate, which had become corrupt and inefficient. They **ruled** as a triumvirate for seven years.

Between 58 and 50 BC, Caesar's armies conquered vast new territories including parts of Britain. After Crassus **was killed** in 53 BC, Caesar and Pompey became bitter rivals and one year later civil war **broke out**.

In 49 BC, Caesar **defeated** Pompey. Pompey **fled** to Egypt where he **was put to death** by the Egyptian king, Ptolemy.

In the same year Caesar **avenged** Pompeii's death. He **defeated** Ptolemy and **placed** the government of Egypt in the hands of Ptolemy's sister, Cleopatra. At this time, too, Caesar and Cleopatra became lovers.

After achieving more victories in Asia Minor and Africa, Caesar **returned** to Rome later in 47 BC to a jubilant welcome. During the next few years, he **set** about dealing with the social and political problems of Rome. He **made** a great many reforms which **brought** benefits to the plebeians but which made him unpopular with the nobles. They feared he would become king.

On Feb 15, 44 BC Caesar **was offered** the crown but **rejected** it, fearing his enemies in the Senate. One month later, on March 15, he was **stabbed** to death by a group of senators and civil war **began** again in Rome.

#### Evaluation of person

Julius Caesar *was* a brilliant politician and general. He *was* very popular with the plebeians of Rome and worked hard to solve their problems. Caesar *was* also ambitious enough to use bribery and murder to achieve his goals and made many powerful enemies who eventually destroyed him.

Action verbs in past tense **in bold text**

Time events and phrases underlined

Relating verbs in "evaluation of person" *italicized*

**BLM 18: Selecting sources****Survey reading: Cleopatra**

Look at the resources you have been given to see whether they will be useful for your research. First read through the information below to see what features and information to look for in the resources.

<b>Source name:</b>					
This source has...					
a contents page or screen					
an index					
headings and sub-headings which name the topics					
hyperlinks which give more information					
information about the topics on the back cover					
<b>This source has information about:</b>					
Cleopatra, Queen of Egypt					
her early life					
the rivalry between Cleopatra and her brother, Ptolemy					
her meeting and relationship with Caesar					
her meeting and relationship with Mark Antony					
her death					

## Timeline: Cleopatra

Time	Event
.....	Cleopatra born
Throughout childhood	Civil war Egypt
.....	Became Pharaoh with brother Ptolemy .....
48 BC	..... ..... .....
..... .....	Julius Caesar and Cleopatra go for a trip up Nile and to Rome together
.....	Cleopatra had son. Probably Julius Caesar's
Following Julius Caesar's death (44BC)	..... .....
.....	Summoned by Mark Antony to help conquer Persia ..... .....
.....	Cleopatra and Mark Antony in Alexandria ..... ..... .....
.....	Mark Antony went to Alexandria. Third child born
32 BC	.....
Sept. 31 BC	..... ..... .....
After return to Alexandria	Cleopatra in tomb, pretended death Mark Antony fell on sword, taken to Cleopatra, died Cleopatra went to Octavian to beg for children's lives Cleopatra killed herself with snake

### Timeline: Cleopatra

Time	Event
69 BC	Cleopatra born
Throughout childhood	Civil war Egypt
When a teenager	Became Pharaoh with brother Ptolemy Learned Egyptian ways; became popular
48 BC	Forced to flee country because of rivalry with brother's guardians Julius Caesar and Cleopatra became lovers in Alexandria
After Julius Caesar defeated Ptolemy (47 BC)	Julius Caesar and Cleopatra go for a trip up Nile and to Rome together
Not long after	Cleopatra had son. Probably Julius Caesar's
Following Julius Caesar's death (44BC)	Cleopatra went to Egypt
Some time later	Summoned by Mark Antony to help conquer Persia Went in golden boat with purple sails Cleopatra and Mark Antony became lovers
That winter	Cleopatra and Mark Antony in Alexandria Cleopatra pregnant to Mark Antony with twins, son + daughter Mark Antony went to Rome
Three years later	Mark Antony went to Alexandria. Third child born
32 BC	Growing tension between Mark Antony + Octavian – civil war
Sept. 31 BC	Battle of Actium. Mark Antony and Cleopatra defeated Return to Alexandria
After return to Alexandria	Cleopatra in tomb, pretended death Mark Antony fell on sword, taken to Cleopatra, died Cleopatra went to Octavian to beg for children's lives Cleopatra killed herself with snake

## Cleopatra

Cleopatra VII was born in 69BC in Egypt and was the last ruler of an independent Egypt. Cleopatra was the daughter of Ptolemy VII Auletes, one of the Greek kings who had ruled Egypt ever since the time of Alexander the Great.

Throughout Cleopatra's childhood, Egypt was wracked by civil war. When she was still a teenager, Cleopatra became Pharaoh in partnership with her younger brother Ptolemy XIII. Cleopatra learned Egyptian ways and customs and became very popular with Egyptians.

In 48 BC Cleopatra had to flee the country because of the rivalry between herself and her brother's guardians. At that time Julius Caesar arrived in Alexandria and became Cleopatra's lover.

After Caesar had defeated Ptolemy's armies, Caesar and Cleopatra celebrated with a trip up the Nile river and then returned to Rome together. Not long afterwards, Cleopatra had a son who was probably Caesar's.

Following Caesar's death, Cleopatra sailed back to Egypt. Some time later she was summoned by Mark Antony, ruler of the Eastern Roman Empire, to help him to conquer Persia. She came to him in a golden boat with purple sails.

Cleopatra and Antony became lovers and spent the winter together in Alexandria before Mark Antony returned to Rome. Cleopatra had a twin son and daughter to him. Three years later Mark Antony returned to the East and a third child was born.

In 32 BC tension between Mark Antony and the ruler of the Western Roman Empire, Octavian, escalated and the two sides prepared for war. In September BC 31 Antony and Cleopatra were defeated at the Battle of Actium and returned to Alexandria.

When they reached Alexandria, Cleopatra retreated to her tomb and sent word that she was dead. When he heard the news, Mark Antony fell on his sword. He was taken to Cleopatra and died in her arms. Cleopatra went to Octavian to beg for the lives of her children and then killed herself by allowing a deadly snake to bite her.

Cleopatra has often been described as an oriental temptress who used her charm to lead Mark Antony astray from his duties in Rome. However, Cleopatra was a far more complex and interesting person. She was a civilised, cultured and clever politician who tried but ultimately failed to keep Egypt independent from Rome.

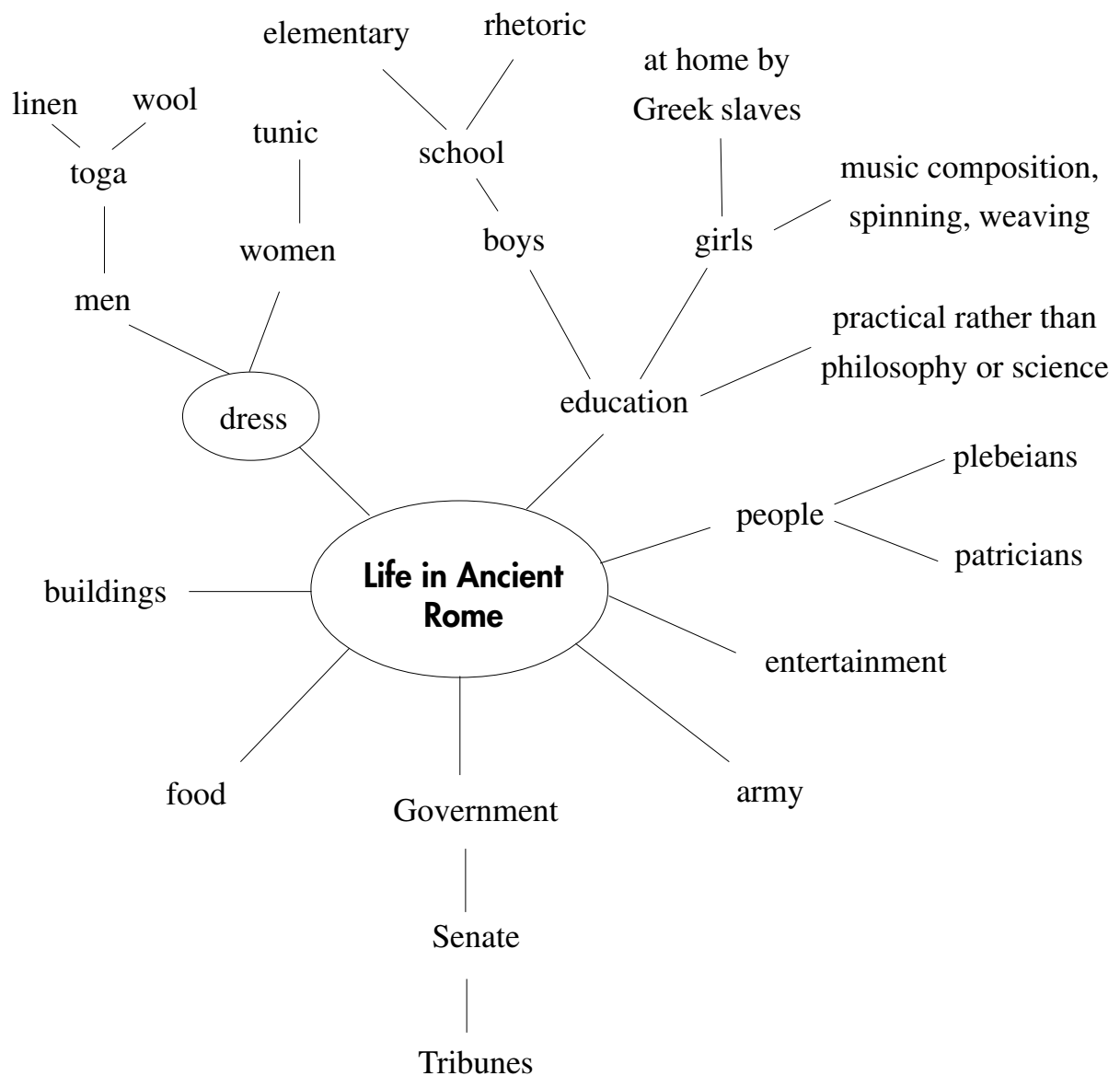
**BLM 21: Self-assessment checklist for biographical recount**

*Read your recount carefully and answer the following questions by putting a tick in one of the boxes.*

	Yes	No	Not sure
<b>Background</b>			
Do you introduce the full name of the person?			
Is the place where they were born made clear?			
Is the year when they were born indicated?			
Do you mention what they did in order to be written about?			
<b>Record of events</b>			
Is there a record of events in your recount?			
Do the events follow a sequence in time?			
How many different events have you recorded?			
Do you focus on the most important events in their life?			
Is the information accurate?			
<b>Evaluation</b>			
Is there an evaluation stage where you evaluate the person's positive and negative qualities and their contribution to society?			
<b>Time expressions</b>			
Does your recount have a variety of time phrases, including precise dates, and time events?			
Do the time expressions generally come at the beginning of sentences and paragraphs?			
<b>Verbs</b>			
Do you use mainly action verbs in the record of events stage?			
Are the verbs in the past tense?			
<b>Paragraphs</b>			
Is the information organised into paragraphs?			

Adapted from *Write it Right, Australian Identity* (1996)  
Disadvantaged Schools Program Metropolitan East Region

## BLM 22: Mind map



Life in Ancient Rome		
Sub-topic aspect of Rome	General information	Specific information
People		
Buildings		
Government		



## Survey reading previews

Rome in the time of the Empire

Rome had many magnificent buildings.

Rome was the centre of government for the Empire until about 300 AD.

Over one million people from many races and nations lived in Rome.

## Survey reading activity

*Cut out each section. Match each single sentence to the paragraph it belongs to.*

Rome had many magnificent buildings.

Until the time of Caesar, Rome was a Republic, governed by two consuls. There was also a Senate which was made up of patricians, while the plebeians were completely excluded from power. Later, they were given their own special officers called tribunes. These officials had extensive power, including the power of veto over the Senate and other patrician officials. However, many plebeians were bribed by the patricians to give them their votes and the government was controlled by a few very rich people. When Augustus became Emperor, the old forms of republican government remained; however, real power lay with the Emperor.

Rome was the centre of government for the Empire until about 300 AD.

The free born citizens were divided into two classes: the nobles, who were called patricians, and the plebeians or ordinary people, such as farmers, tradesmen and artisans. In addition, there were many slaves from the nations which Rome conquered. A great many people living in Rome were slaves who came from the nations conquered by Rome. Cultured Greek slaves had a great influence on Roman culture. They taught the Romans about philosophy as well as about comfort and luxury.

Most buildings were made from stone and concrete with terracotta roof tiles. The style of most public buildings was generally practical, solid and useful although many more elaborate Greek architectural styles were also used. Rome's largest building was probably the Circus Maximus, which could seat 250,000 people. Another important building was the Forum. This was originally a market place and later a place for leading citizens to meet. The typical house for patricians was a large villa built around a courtyard. Ordinary townspeople lived in huge apartment blocks of seven or more storeys.

Over one million people from many races and nations lived in Rome.

## Rome in the time of the Empire

### Group A

Over one million people from many races and nations lived in Rome. The freeborn citizens were divided into two classes: the nobles, who were called patricians, and the plebeians or ordinary people, such as farmers, tradesmen and artisans. In addition, there were many slaves from the nations which Rome conquered. A great many people living in Rome were slaves who came from the nations conquered by Rome. Cultured Greek slaves had a great influence on Roman culture. They taught the Romans about philosophy as well as about comfort and luxury.

### Group B

Rome had many magnificent buildings. Most buildings were made from stone and concrete with terracotta roof tiles. The style of most public buildings was generally practical, solid and useful, although many more elaborate Greek architectural styles were also used. Rome's largest building was probably the Circus Maximus, which could seat 250,000 people. Another important building was the Forum. This was originally a market place and later a place for leading citizens to meet. The typical house for patricians was a large villa built around a courtyard. Ordinary townspeople lived in huge apartment blocks of seven or more storeys.

### Group C

Rome was the centre of government for the Empire until about 300 AD. Until the time of Caesar, Rome was a Republic, governed by two consuls. There was also a Senate which was made up of patricians, while the plebeians were completely excluded from power. Later, they were given their own special officers called Tribunes. These officials had extensive power, including the power of veto over the Senate and other patrician officials. However, many plebeians were bribed by the patricians to give them their votes and the government was controlled by a few very rich people. When Augustus became Emperor, the old forms of republican government remained; however, real power lay with the Emperor.

## Rome in the time of the Empire

Rome was the largest and most important city of the Roman Empire. It had a large and cosmopolitan population, many impressive buildings and it was the political centre of the Empire.

Over one million people from many races and nations lived in Rome. The freeborn citizens were divided into two classes: the nobles, who were called patricians, and the plebeians or ordinary people, such as farmers, tradesmen and artisans. In addition, there were many slaves from the nations Rome conquered. A great many people living in Rome were slaves who came from the nations conquered by Rome. Cultured Greek slaves had a great influence on Roman culture. They taught the Romans about philosophy as well as about comfort and luxury.

Rome had many magnificent buildings. Most buildings were made from stone and concrete with terracotta roof tiles. The style of most public buildings was generally practical, solid and useful, although many more elaborate Greek architectural styles were also used. Rome's largest building was probably the Circus Maximus, which could seat 250,000 people. Another important building was the Forum. This was originally a market place and later a place for leading citizens to meet. The typical house for patricians was a large villa built around a courtyard. Ordinary townspeople lived in huge apartment blocks of seven or more storeys.

Rome was the centre of government for the Empire until about 300 AD. Until the time of Caesar, Rome was a Republic, governed by two consuls. There was also a Senate which was made up of patricians, while the plebeians were completely excluded from power. Later, they were given their own special officers called tribunes. These officials had extensive power, including the power of veto over the Senate and other patrician officials. However, many plebeians were bribed by the patricians to give them their votes and the government was controlled by a few very rich people. When Augustus became Emperor, the old forms of republican government remained; however, real power lay with the Emperor.

## BLM 28: Text annotated to show organisation

Topic	Rome in the time of the Empire	
<b>General statement to identify the topic</b>	<p>Rome was the largest and most important city of the Roman Empire. It had a large and cosmopolitan population, many impressive buildings and it was the political centre of the Empire.</p>	<u>Text preview</u>
<b>Description of features</b>	<p>Over one million people from many races and nations lived in Rome. The freeborn citizens were divided into two classes: the nobles, who were called patricians, and the plebeians or ordinary people, such as farmers, tradesmen and artisans. In addition, there were many slaves from the nations Rome conquered. A great many people living in Rome were slaves who came from the nations conquered by Rome. Cultured Greek slaves had a great influence on Roman culture. They taught the Romans about philosophy as well as about comfort and luxury.</p> <p><u>Rome had many magnificent buildings.</u> Most buildings were made from stone and concrete with terracotta roof tiles. The style of most public buildings was generally practical, solid and useful, although many more elaborate Greek architectural styles were also used. Rome's largest building was probably the Circus Maximus, which could seat 250,000 people. Another important building was the Forum. This was originally a market place and later a place for leading citizens to meet. The typical house for patricians was a large villa built around a courtyard. Ordinary townspeople lived in huge apartment blocks of seven or more storeys.</p> <p><u>Rome was the centre of government for the Empire until about 300 AD.</u> Until the time of Caesar, Rome was a Republic, governed by two consuls. There was also a Senate which was made up of patricians and the plebeians were completely excluded from power. Later, they were given their own special officers called tribunes. These officials had extensive power, including the power of veto over the Senate and other patrician officials. However, many plebeians were bribed by the patricians to give them their votes and the government was controlled by a few very rich people. When Augustus became Emperor, the old forms of republican government remained; however, real power lay with the Emperor.</p>	<p><u>Paragraph preview</u></p> <p><u>Paragraph preview</u></p> <p><u>Paragraph preview</u></p>

## BLM 29: Text annotated to show language features

## Topic

## Rome in the time of the Empire

## General statement to identify the topic

Rome *was* the largest and most important city of the Roman Empire. It *had* a large and cosmopolitan population, many impressive buildings and it *was* the political centre of the Empire.

## Description of features

Over one million people from many races and nations **lived** in Rome. The freeborn citizens *were divided* into two classes: the nobles, who *were called* patricians, and the plebeians or ordinary people, such as farmers, tradesmen and artisans. In addition, there *were* many slaves from the nations Rome conquered. A great many people living in Rome were slaves who **came** from the nations conquered by Rome. Cultured Greek slaves *had* a great influence on Roman culture. They **taught** the Romans about philosophy as well as about comfort and luxury.

Rome *had* many magnificent buildings. Most buildings **were made** from stone and concrete with terracotta roof tiles. The style of most public buildings *was* generally practical, solid and useful, although many more elaborate Greek architectural styles *were* also used. Rome's largest building *was* probably the Circus Maximus, which **could seat** 250,000 people. Another important building *was* the Forum. This *was* originally a market place and later a place for leading citizens to meet. The typical house for patricians *was* a large villa built around a courtyard. Ordinary townspeople **lived** in huge apartment blocks of seven or more storeys.

Rome was the centre of government for the Empire until about 300 AD. Until the time of Caesar, Rome was a Republic, governed by two consuls. There was also a Senate which was made up of patricians and the plebeians **were** completely **excluded** from power. Later, they **were given** their own special officers called tribunes. These officials had extensive power, including the power of veto over the Senate and other patrician officials. However, many plebeians **were bribed** by the patricians to give them their votes and the government **was controlled** by a few very rich people. When Augustus *became* Emperor, the old forms of republican government *remained*; however, real power lay with the Emperor.

underlined text    some examples of generalised nouns and noun groups

**bold text**    action verbs in past tense

*italic text*    relating verbs

# BLM 30: Descriptive report: self-assessment checklist

*Read your descriptive report carefully and answer the following questions by putting a tick in one of the boxes.*

	Yes	No	Not sure
The text has a classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The first paragraph includes a preview of the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The text describes features of the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The text is organised in paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each paragraph has a paragraph preview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The paragraph preview is elaborated upon in the rest of the paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbs are in past tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling is correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Unit two: Medieval and early modern history c. 450 -1750

## The Crusades

Text type focus: historical recount and consequential explanation.

### Introduction

#### Rationale

This unit focuses on reading and writing about events in chronological sequence and on the significance of those events. It begins with building field knowledge of background events and modelling and deconstructing a number of historical recounts.

The unit highlights:

- using timelines to extract and organise information when reading and writing recounts
- the use of time expressions, such as prepositional phrases and dependent clauses
- the appropriate use of generalised and abstract nouns
- the appropriate use of action verbs in the past tense.

Explicitly recognising and identifying structures and language features will assist students to understand and respond appropriately when listening to or reading recounts and explanations and will help them to write successful historical recounts and consequential explanations.

This approach will support effective learning arising from the investigation of the events, causes and effects of the Crusades.

The aims of the unit are:

- to investigate the major events and the participants of the Crusades
- to extract relevant information from a range of sources, including model texts, textbooks, CD-ROMs and the Internet.
- to retell events using the historical recount.



## Learning outcomes

Students will:

- examine the historical context of the Crusades
- examine the main events of the Crusades
- examine the impact of the Crusades on Western Europe
- use a range of skills and strategies to locate and extract information from written texts, lectures and audiovisual material (including material from CD-ROM and the Internet)
- identify the purpose, structure and key language features of historical recounts
- write historical recounts of the events of the Crusades.

## Resources

### Teacher reference:

- NSW Department of Education and Training (1996) *Exploring literacy in school history*, Disadvantaged Schools Program, Metropolitan East Region.

### Textbooks:

- Richards, P D and English, F W (1992) *Out of the Dark: A History of Medieval Europe*. Nelson, Melbourne.
- Child, J, Kelly, N and Whittock, M (1994) *The Crusades*. Heinemann History, Oxford.

### CD-ROM:

- Microsoft (1995) *Encarta, Crusades, Timeline*.

### Web sites:

- <http://www.idbsu.edu/courses/crusades/1st/01.htm>
- <http://www.hol.gr/cjackson/crusades/crusades.html> (art works with commentary)

## Overview

Unit two: The Crusades			Text types: Biographical recount and consequential explanation		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Determining prior learning	Activity 1: Diagnostic assessment task <ul style="list-style-type: none"><li>Individual construction of historical recount on familiar topic.</li></ul>	<ul style="list-style-type: none"><li>using prior knowledge of historical recount</li></ul>	BLM 1 BLM 2		<ul style="list-style-type: none"><li>Written diagnostic text</li></ul>
	Activity 2: Formulating questions and predicting events from visual clues <ul style="list-style-type: none"><li>Class discusses pictures of Crusades.</li><li>Teacher models formulating questions.</li><li>Teacher demonstrates “Before and after” charts.</li><li>Students complete <i>Before</i> section of chart.</li><li>Teacher introduces main events of Crusades.</li></ul>	<ul style="list-style-type: none"><li>recording information in a table</li><li>building vocabulary</li><li>listening for general meaning</li></ul>	Visuals of Crusades, e.g. Internet site <a href="http://www.hol.gr/cjackson/crusades/crusades.htm/">http://www.hol.gr/cjackson/crusades/crusades.htm/</a> BLM 3	<ul style="list-style-type: none"><li>describe pictorial representations of events</li><li>participate in formulating questions relevant to an historical investigation</li><li>recognise key terms referring to the Crusades</li><li>reach consensus in a group discussion</li><li>make predictions about events based on evidence</li><li>use a before-after chart to record prior knowledge</li></ul>	<ul style="list-style-type: none"><li>Teacher observation</li><li>Group presentation</li></ul>
Building field knowledge	Activity 3: Reading for specific information and creating a timeline <ul style="list-style-type: none"><li>Teacher demonstrates how to read a timeline.</li><li>Group constructs of a timeline by sequencing segments of text.</li><li>Teacher leads discussion of scanning.</li><li>Teacher introduces events leading to the Crusades.</li></ul>	<ul style="list-style-type: none"><li>recognising time expressions</li><li>scanning a written text</li><li>listening or viewing for general meaning</li></ul>	BLM 4	<ul style="list-style-type: none"><li>locate time expressions in a written text</li><li>sequence events chronologically</li><li>recall some general events leading up to the Crusades</li></ul>	<ul style="list-style-type: none"><li>Quiz</li><li>Matching times and events</li><li>Cloze of completed timeline</li></ul>
	Activity 4: Identifying the key participants in the Crusades <ul style="list-style-type: none"><li>Students note key participants in Crusades while watching a segment of the video.</li><li>Teacher constructs a chart of key participants.</li><li>Teacher discusses use of generalised nouns.</li><li>Teacher explains and uses a video to recount events leading up to the Crusades.</li><li>Teacher discusses bias in source materials.</li></ul>	<ul style="list-style-type: none"><li>listening to locate specific information</li><li>generalised and abstract nouns</li><li>critical literacy</li></ul>	BLM 5	<ul style="list-style-type: none"><li>recognise generalised nouns referring to groups of people in a spoken text</li><li>extract relevant information from a video documentary</li><li>recognise bias in a written text</li></ul>	

Unit two: The Crusades		Text types: Biographical recount and consequential explanation			
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Building field knowledge (continued)	Activity 5: Reading historical recounts about the spread of Islam, Christianity and the Byzantium Empire. <ul style="list-style-type: none"> <li>Students classify key terms.</li> <li>Teacher demonstrates note-taking using a graphic outline.</li> <li>Students participate in a barrier game to read and extract notes from two historical recounts.</li> <li>Class discusses events, focusing on potential for conflict.</li> </ul>	<ul style="list-style-type: none"> <li>building vocabulary</li> <li>reading historical recounts for details</li> <li>distinguishing between grammatical items and content words.</li> <li>transferring information in note form from text to graphic representation</li> <li>formulating oral questions</li> </ul>	BLM 6 BLM 7 BLM 8 BLM 9a BLM 10a  BLM 9b BLM 10b	<ul style="list-style-type: none"> <li>classify key terms according to whether they refer to people or places</li> <li>extract relevant information from historical recounts</li> <li>record information in note form</li> <li>ask and answer questions to complete cloze text</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Completion of texts from which people involved, places or times have been omitted</li> </ul>
Modelling and deconstruction	Activity 6 Deconstructing three historical recounts <ul style="list-style-type: none"> <li>Teacher explains purpose, text-type, staging and organisation of an historical recount.</li> <li>Teacher analyses model text 1 (Islam) with students.</li> <li>Students rearrange a jumbled model text 2 (Byzantium) and reflect on knowledge of text and language which assisted them to reconstruct the text.</li> <li>Teacher discusses key language features of an historical recount.</li> <li>Students complete a cooperative cloze and sorting activities identifying key language features.</li> </ul> <ul style="list-style-type: none"> <li>Students analyse model text 3 (Western Christianity)</li> </ul>	<ul style="list-style-type: none"> <li>deconstruction of model historical recounts</li> <li>paragraph construction</li> <li>use of time at beginning of sentences and paragraphs</li> <li>time clauses and phrases</li> <li>action verbs in past tense</li> </ul>	BLM 9a BLM 11 BLM 12 BLM 13 BLM 14  BLM 15  BLM 16 BLM 17  BLM 18	<ul style="list-style-type: none"> <li>state purpose and structure of an historical recount</li> <li>reassemble a jumbled historical recount using an outline</li> <li>identify time expressions in a model text</li> <li>choose appropriate time expressions to complete a text from which information has been deleted</li> <li>classify time expressions according to their function</li> <li>distinguish between action verbs and relating verbs</li> <li>recognise common forms of past tense</li> <li>distinguish appropriate verb forms and types of verb in an historical recount</li> </ul>	<ul style="list-style-type: none"> <li>Labelling stages and key language features</li> <li>Teacher observation</li> <li>Independent analysis of model text 3</li> </ul>

Unit two: The Crusades		Text types: Biographical recount and consequential explanations			
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Joint construction/ Building field	Activity 7: Researching the First Crusades <ul style="list-style-type: none"> <li>Teacher introduces events in the First Crusade.</li> <li>Teacher and teacher-librarian model research skills including using the Internet.</li> <li>Students use jigsaw technique to research topic, supported by note-taking scaffolds.</li> <li>Students compare the source material.</li> <li>Students critically evaluate the source material.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Extracting information from different sources</li> <li>written notes from oral and visual sources</li> <li>formulating questions to obtain historical information</li> <li>critical literacy</li> </ul>	BLM 19a BLM 19b    BLM 20	<ul style="list-style-type: none"> <li>identify information which is relevant to an historical investigation</li> <li>use information skills to locate</li> <li>select information from a variety of sources</li> <li>use note-taking scaffold to select and organise information</li> <li>critically evaluate the way events are retold in different sources</li> </ul>	<ul style="list-style-type: none"> <li>Written diagnostic text</li> </ul>
Joint construction	Activity 8 Planning and writing an historical recount <ul style="list-style-type: none"> <li>Students choose and reorganise noted information for writing an historical recount using a note-taking scaffold.</li> <li>Teacher leads a class construction of an historical recount of the First Crusade.</li> </ul>	<ul style="list-style-type: none"> <li>choosing and reorganising information for a particular purpose</li> <li>drafting and editing</li> <li>writing an historical recount</li> </ul>	BLM 21 BLM 22	<ul style="list-style-type: none"> <li>use knowledge of historical structure to organise information</li> <li>contribute to joint construction of an historical recount of First Crusades</li> <li>assess jointly constructed texts</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Matching times and events</li> <li>Close of completed timeline</li> </ul>
Independent construction	Activity 9 Researching and writing historical recounts about further crusades <ul style="list-style-type: none"> <li>Class researches further crusades (where information is readily available) using CD-ROMs, books, video and Internet sites.</li> <li>Students draft, edit and present individual historical recounts.</li> <li>Teacher demonstrates how to create a web site.</li> <li>Students organise all historical recounts of the Crusades as a book.</li> </ul>	<ul style="list-style-type: none"> <li>research skills</li> <li>writing, drafting and editing</li> <li>publishing on a computer</li> </ul>	BLM 19 BLM 21 BLM 22 BLM 1	<ul style="list-style-type: none"> <li>use a range of resources including CD-ROMs and the Internet</li> <li>select resources to write an historical recount</li> <li>use a note-taking scaffold to select and organise information</li> <li>draft, assess and edit an historical recount</li> <li>publish a completed historical recount</li> </ul>	<ul style="list-style-type: none"> <li>Completed historical recount</li> </ul>

Unit two: Medieval and modern history c.450-1750 The Crusades			Text types: Biographical recount and consequential explanations		
Curriculum phase	Learning activity	Language emphasis	Resources	Learning indicators Students can:	Assessment suggestions
Building field knowledge about consequences of the Crusades	Activity 10: Evaluating the Crusades <ul style="list-style-type: none"> <li>Students construct a mind map.</li> <li>Students discuss the consequences of the Crusades from different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>classifying information</li> <li>critical literacy</li> </ul>	BLM 24	<ul style="list-style-type: none"> <li>identify some consequences of the Crusades from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
Building field knowledge and modelling	Activity 11: Extension Reading and analysing a consequential explanation on the Crusades <ul style="list-style-type: none"> <li>Students reorder key sentences of a consequential explanation.</li> <li>Students draw a mind map which predicts main ideas of the text.</li> <li>Students survey read to confirm predictions.</li> <li>Students extract detailed information from a consequential explanation in note form.</li> <li>Students compare information which is presented graphically and as a written text.</li> <li>Students identify key language features of consequential explanations.</li> </ul>	<ul style="list-style-type: none"> <li>reorganise information in preview sentences</li> <li>survey reading</li> <li>detailed reading</li> <li>note-taking</li> <li>stages of consequential explanation</li> <li>text and section previews</li> <li>cause and effect expressions</li> </ul>	BLM 23  BLM 24  BLM 25  BLM 26  BLM 27	<ul style="list-style-type: none"> <li>reorganise order of preview sentences in text</li> <li>read for general and detailed meaning</li> <li>extract relevant information in note form</li> <li>compare graphic and written representations</li> <li>identify key language features of consequential explanations</li> </ul>	

## Phase 1: Determining prior learning

During this phase, students share prior knowledge, clarify ideas and formulate questions to extend their knowledge. Observe students' understanding of both the topic area and of historical recounts. This can be used to plan future learning activities.

### Activity 1: Diagnostic assessment task

#### Purpose:

To ascertain students' prior learning of historical recounts.

- Explain to students that the next topic they will study involves reading and writing a text type known as historical recount. Ask them if they have heard of this text type and where it might be useful in learning history. Provide students with information about a famous event from the Crusades and set a task which will require them to write an historical recount. Explain that this will give you information about what students already know and what needs to be taught and enable you and the students to measure their progress from the beginning to the end of the unit. Provide students with the assessment criteria which will be used to evaluate their work. These are included on BLM 1.

Alternatively you could set a question related to the previous topic studied in history or within another field which is familiar to students but which comes from an historical, rather than an everyday, context. A marking sheet is supplied on BLM 1 and an explanation of the assessment criteria used is on BLM 2.

### Activity 2: Formulating questions

#### Purpose:

- to motivate investigation of the topic
  - to introduce the field
  - to ascertain prior learning
  - to encourage non-threatening group interaction and
  - to share group knowledge.
- Before identifying the topic to be studied, show students some visual prompts related to the Crusades (see resources list on page 82).
  - Assist the students, as a whole group, to formulate questions appropriate to an historical investigation. Sample questions might include:  
*When was it?*  
*What happened?*  
*Who was involved?*  
*Where did the events take place?*  
*What caused it?*  
*What were the consequences?*

## Phase 1: Determining prior learning (continued)

- Divide the class into small groups and ask each group to predict the answers to the questions. Ask each group to share their predictions.

It is important not to judge the predictions as right or wrong at this stage. Students could, however, be encouraged to give reasons or evidence for their guesses.

- Introduce the word *Crusades* and ask students if they have heard of the word before. Provide additional word prompts such as *Middle Ages, Islam, Holy War, Jerusalem, Knights, Pilgrimage* and encourage students to share their existing knowledge as a whole group or in small groups.
- Introduce the goal and outcomes of the unit.
- Demonstrate the use of a **before and after chart** (BLM 3). Give students a copy of the chart (or ask them to draw one up in their books). Ask them to fill out the 'Before' column using the questions set earlier.

**Before and after charts** enable students to recall prior learning, and to make links to new learning. They provide teachers with information about their students current knowledge and understandings and enable them to plan appropriate starting points for their instruction. The charts can also be used as preparation for reading.

Before	After

- Build on the information given by the students to briefly introduce the Crusades, in terms of the questions set earlier. Use a map of the period to point out the groups and empires involved in the Crusades and the distances travelled.

Students' interest would be stimulated by providing an introductory five to ten minute segment from a video or an extract from a CD-ROM about the Crusades.

## Phase 2: Building field knowledge

During this phase students participate in structured and cooperative reading activities to build their field knowledge of the three main participants in the Crusades (Islamic Empire, Byzantine Empire and the Western Christian church). Reading skills, such as scanning and extracting information in note form using graphic outlines, are introduced and practised. The three historical recounts read here will be used as model texts in the next phase.

### Activity 3: Reading for specific information

#### Purpose:

To locate the Crusades in time and place.

#### Creating a timeline

- Explain that in order to understand the events of the Crusades it is important to know what happened in different places before, during and after they occurred.
- Show students a timeline and explain that these are often used in history to provide an overview of events and the times in which they occurred. Explain how information is generally organised in timelines.

If students have studied an ancient society previously, demonstrate a timeline by choosing events from the society with which they are familiar. If not, use events from modern Australian history or everyday events to demonstrate the concept.

- Draw up an outline of a timeline, including major eras from ancient times to the present, on the board or OHT (e.g. BLM 4). Discuss, in broad terms, the eras on the timeline.

This teacher-led activity could also be done by dividing the walls of the classroom into eras. Further information could later be pasted at appropriate points. Alternatively a piece of string representing the relevant span of time could be hung across the room and event cards later hung from it.

- Give each small group of students a set of cards, each of which has information about one event from the timeline (BLM 4).
- Ask them to arrange the cards so that the information is in chronological order. Set a time limit so that students are encouraged to scan the text for time expressions rather than read in detail.
- When students have completed the timeline, discuss the reading skills they used. Discuss the usefulness of **scanning** in an historical investigation

**Scanning** is a skill used to locate specific information from a text, e.g. dates, names, numbers and places. Before scanning, the reader must clarify the information needed and be aware of graphological clues which will help, e.g. capital letters for names of people and places; numbers for dates; words such as *after*, *before* and *during* for other time expressions; expressions such as “AD” and “BC” or “CE” and “BCE”).

Scanning involves running our eyes over the text rather than reading all the words. It is particularly useful in history, as we often need to locate and verify information from a number of sources.

- Discuss, in broad terms, the events on the timeline.



## Phase 2: Building field knowledge (continued)

### Activity 4 : Identifying the key participants in the Crusades

#### Purpose:

To recognise generalised and abstract nouns.

- Explain that this activity focuses on who was involved in the Crusades.
- Provide students with information about the Crusades, perhaps on video or CD-ROM. Ask them to note only the groups of people or countries they hear.

For students requiring additional support, a list of participants could be given and they could be asked to tick each group as it is mentioned. ESL students will need to hear how the names of the participants are pronounced first.

- Work with students to draw up a chart similar to that on BLM 5, naming the main participants.
- Explain that in historical recounts people are usually referred to as groups rather than as individuals. Use an example from the chart or from an everyday context to demonstrate how places and institutions are used to refer to groups of people, e.g. *Australia* lost the cricket. *The government* passed a Bill.

#### Generalised and abstract nouns

A generalised noun is the word or word group which refers to groups of people, places or things, rather than specific people, places and things. For example:

*The Crusaders* attacked Antioch.

In some cases people are often grouped as abstract institutions or even countries. For example:

*The government* passed a law.

*Rome* invaded Britain.

*Islam* began to spread.

Generalised nouns are one of the language resources which distinguish historical recounts from personal, autobiographical or biographical recounts, which tend to use nouns which refer to specific individuals, e.g. *Richard the Lionheart*.

In some cases generalised nouns have the effect of hiding or obscuring the people responsible for events. For example:

1. *Rome* called for a Crusade.

2. *Historians* agree that the Crusades were fought for a noble cause.

In example 1, the generalised and abstract noun, *Rome*, obscures the responsibility of Pope Urban II in calling for the Crusade. In example 2, the generalised noun, *Historians*, implies that all historians hold this view and is used to persuade the reader to agree with the particular point of view. It also avoids naming those particular historians who may hold this view.

Generalised nouns are highly valued in school history, as students need not only to record specific events but also to make generalised hypotheses.

Students need to be aware of how generalised nouns are used both to generalise and to obscure individual responsibility for events and perspectives.

- Focus on the Islamic Empire, the Byzantium Empire and Western Christianity. Use video, lectures and maps to build students' field knowledge of how these spread during the Dark and Middle Ages. Discuss the existing evidence and reliability of sources. Provide a range of sources, including narrative films, comics, text books, and discuss which might provide the most authentic information.

## Activity 5: Reading historical recounts

### Purpose:

To build field knowledge about the spread of Islam.

### Pre-reading: Vocabulary

- Give students the work sheet on BLM 6 to consolidate broad understandings of the participants and places involved in the Crusades. It is important that students understand that the Turkish and Arabic Muslims are different groups and that Western and Eastern Christians are also different groups. Assist students to place the participants and places under the correct headings.
- Explain that students will read some texts about European Christianity, the Byzantium Empire and Islam during the Dark Ages and Middle Ages.

### Demonstrating note-taking

- Use an OHT to show students a timeline from which some information about the growth of Christianity in Western Europe is missing (BLM 7). This will be used as a note-taking outline. Show students how the outline uses notes rather than whole sentences.
- Read through the outline with students, jointly identifying the information needed. Ask them to suggest the missing information from their existing knowledge.
- Give each pair of students one copy of the text (BLM 8). Ask each pair a question to find some of the missing information. Write the answers in note form on the OHT for the whole class to read.
- Take the texts back from the students. They will be used later.

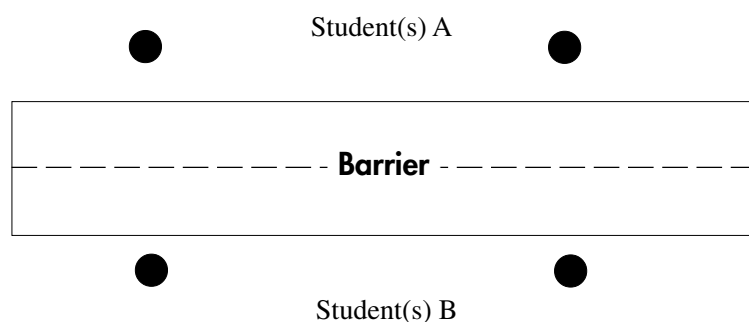
### Reading and note-taking

- Explain to students that they will now find information from texts on the Byzantine Empire and Islam to complete other timelines. Explain that they will do this as a **barrier game** and demonstrate how this is done.

#### Barrier game

A barrier game is a type of communicative activity based on the information gap principle. In information gap activities all students do not have the same information and must exchange their information in order to complete the task.

To play a barrier game students sit opposite each other with a physical barrier, e.g. bags or folders to prevent them from seeing the other's information. On each side of the barrier there may be an individual student or a team of two sharing one work sheet.



*continued...*

Students must ask questions to find the missing information and answer questions from the other “team”.

When the activity is completed, students remove the barrier and check their answers against the other team’s work sheet.

Barrier games have a great many benefits in assisting students to learn more about history and to develop literacy skills.

Barrier games:

- are an efficient way of reading, as each team only has to read half the information
- develop speaking and listening skills
- develop skills in questioning, description, clarification and identification
- are motivating and often fun
- encourage students to participate in reading tasks
- encourage students to cooperate and share knowledge.

- Give each pair of students both pages from either BLM 9 (Team A) or BLM 10 (Team B). First, ask students to read through the text silently so that they become experts on the topic they have. Then they read their timeline and formulate questions. Each team takes turns asking questions to find information to complete their timelines. Remind students of the kind of questions they will need to ask and of the need to use notes when writing.

The types of questions might include: *When did Constantine found a new capital? What happened in the 8th century?* and might need to be rehearsed, especially for ESL students.

- Discuss the information as a whole. Focus on the potential for conflict between the three participants, asking students to suggest the possible consequences of the events they have read about in the three texts.
- Take back the copies of texts. These will be used later for exploring language features.

The amount of information to be included in the timeline can be adjusted to meet the different needs of students.

### Notes v. whole sentences

A useful way of demonstrating notes is to write an incomplete sentence such as

1. .... teacher came ..... classroom.

and ask students to fill in the missing words.

Students are likely to agree on the missing words.

Then write a sentence such as

2. The ..... on the.....

and ask students to complete the missing words.

In this case they are not likely to agree.

In Example 1, the linking or grammar words have been left out, but the meaning or content words have been recorded. In Example 2, it is the other way round. Effective note-taking is recording the content words, which in historical recounts are generally the nouns, verbs and dates.

### Using graphic outlines for note-taking

This strategy is useful because:

- it focuses students on what information is needed
- it encourages students to read efficiently
- it supports students to organise their information
- it enables you to vary the support for individual students
- it can reflect the organisation of information in text
- it helps students avoid plagiarism.

## Phase 3: Modelling and deconstruction

In this phase important features of typical historical recounts are demonstrated or modelled by the teacher. Students participate in exploring or deconstructing other model texts to identify those features. It is important that students have read the texts first and are familiar with the content before examining how the language works to create meaning.

### Activity 6: Exploring three historical recounts

#### Purpose:

To demonstrate the key language features of historical recounts and for students to use this knowledge of text structure to examine other historical recounts.

#### Introducing social purpose and text type

- Give all students a copy of the Islam text (BLM 9a). Show OHT of questions on BLM 11 to introduce the notion of social purpose and text type.
- Provide examples of other types of recounts which might be familiar to students (e.g. literary, autobiographical) and discuss how these are similar to and different from historical recounts.

#### A note on social purpose and context

It is important that students understand that text types evolve because people in particular cultures and contexts generally get things done in a similar way. The historical recounts in this unit can be seen as prototypes of those generally used in history to retell events.

#### Introducing staging and organisation of an historical recount

- Model the stages of an historical recount as a whole class using an OHT of BLM 12 .
- Explain how each stage functions and ask students to write the names of the stages beside their copy of the text (BLM 9).
- Demonstrate the organisation of information within the text. Ask students to identify the blocks of time or events which are dealt with in each paragraph.
- Give small groups of students a copy of the outline of an historical recount (BLM 13). This may be blown up to A3 size if necessary. Give them the “Byzantium Empire” text cut into strips (BLM 14) or allow students to cut the text themselves. Explain that they must rearrange the text in order, with the stages in the correct place and the paragraphs in the correct sequence.
- When students have rearranged the text and had it checked by a teacher, allow them to glue the pieces onto the outline (BLM 13) and display them.

This activity allows students to engage in examining the structure of the text type and manipulating text in an active and physical way.

- Ask students to look at the text they have rearranged and to think about how they were able to work out the stages and the order of paragraphs. This will typically lead to a discussion of time expressions.

### Introducing key language features

- The number of language features introduced will depend on students' prior experience with recounts. It is very important not to introduce too many new features at one time. For students with little prior experience one feature, could be introduced in the modelling phase and another modelled later in the unit, using a jointly constructed text.
- Model text 1 has been annotated on BLM 15 to show time expressions and action verbs. Activities which will allow students to practise identifying types of time expressions and action verbs using Model Text 2 are provided on BLMs 16 and 17.

### Critical literacy: Identifying bias

- If available, texts with different viewpoints could be compared. Point out the language devices which writers use to present a positive or negative viewpoint. (For more information refer to *Exploring Literacy in School History*, Chapter 4.)

### Independent deconstruction or assessment activities

- Ask students to identify the structure and key language features of model text 3, The Growth of Christianity in Western Europe (BLM 18).

#### Text type: Historical recount

The purpose of an historical recount is to chronicle past events which are regarded as significant.

#### Structure of historical recounts

Historical recounts are typically structured in the following way:

1. Background: introduces information such as the “who”, the “when”, the “where” and why the events are significant. The section often summarises previous historical events.
2. Record of events: records the events as they occurred in sequence
3. Deduction: This stage is an optional one. Its function is to draw out the historical significance of the events which have been recorded.

#### Organisation of information

Information in the main stage of an historical recount is organised chronologically. Each paragraph deals with one block of time or major event.

#### Language features of historical recounts

##### Generalised nouns

Nouns dealing with the participants within historical recounts tend to be generalised groups of people or institutions, rather than specific people. The ability to generalise is highly valued in history.

*continued...*

### Expressions of time

Historical recounts use a variety of time expressions which typically come at the beginning of sentences and paragraphs. The most common expressions of time are:

- prepositional phrases to denote precise dates or times, e.g. *in 1095*, *by 750*, *from 660 to 750*, *in the eighth century AD*
- prepositional phrases to denote non-specific times and dates, e.g. *after his death*
- time events expressed as dependent clauses or phrases, e.g. *By the time he died*, Islam had spread.

### Verbs

The main stage of historical recounts, the record of events, typically uses action verbs in the past tense. Relating verbs are often used in the deduction stage.

## **Introducing clauses and verbs**

The following is one strategy for introducing clauses and verbs in an everyday context before identifying how they are used in an historical text.

- Go out of the classroom, knock and enter. Ask students how many things happened, how many events there were.
- Write two sentences which includes the number of events:

Example 1: *I knocked on the door and then I came in.*

Example 2: *After I knocked on the door, I came in.*

- Explain that a sentence can have two events and each one is called a clause.

In example 1, the two clauses are of equal status. They are **independent clauses**.

In example 2, the first clause cannot stand by itself. Its main job is to set the other event in time. It is a **dependent clause** (of time).

- Write the following on the board or OHT:

*Chris very well.*

Ask students: Is this an event? Does it make sense? Elicit from students that there is no verb, no “going on”. Tell them that every event, or clause, needs a verb. Elicit some appropriate verbs to fit into the sentence. Try to get examples of relating verbs, e.g. *Chris is* very well and action verbs, e.g. *Chris runs* very well.

- Explain that “being” and “having” verbs bring two things into relationship with each other. They are referred to as relating verbs and are most often used to describe things or people. Action verbs involve a happening, i.e. somebody or something doing something.
- Explain that action verbs are the most common verbs used in historical recounts, though relating verbs are often used in the deduction stage.

## Phase 4: Joint construction

During this phase students use reading skills to extract and compare information about the 1st Crusade (the Knights' Crusade) from a variety of sources, including CD-ROMs and the Internet. Students work cooperatively to make notes and organise them in order to write an historical recount. The teachers and students then work together to write an historical recount based on their notes, using the language features examined in the model texts.

In the joint construction stage it is important that students are given adequate support in choosing resources and extracting information. It may be necessary for the teacher and teacher-librarian to select appropriate books and CD-ROMs. It will certainly be necessary for the teacher or teacher-librarian to find appropriate web sites as the vast majority of resources on the Internet are written for university students or for commercial purposes.

## Activity 7: Researching the First Crusade

### Purpose:

This activity will develop field knowledge in order to equip students to complete an historical recount of the events of the First Crusade. Students will also be introduced to research skills using library resources, including CD-ROM and the Internet.

### Suggested resources for research

- Encarta *Crusades*
- Web sites:  
<http://www.idbsu.edu/courses/crusades/1st/01.htm>  
<http://www.hol.gr/cjackson/crusades/crusades.html> (art works with commentary)
- Richards, P. D., English, F. W. (1992). *Out of the Dark A History of Medieval Europe*. Nelson, Melbourne.
- Child, J., Kelly, N., Whittock, M. (1994). *The Crusades*. Heinemann History, Oxford.

### Setting the context

- Explain to students that they are going to research the events of the Crusades. Tell them that the whole class will research the first Crusade together in order to learn important research skills and that then they will research other Crusades in small groups.
- Give students the research questions (BLM 19a and b) and point out that they will be required to find information from four sources to complete the task. Ask students to read through the questions, making notes of information they might already know in pencil.

The research questions and outline could be blown up to A3 size to encourage students to find sufficient information.

### Modelling research skills

#### Research skills

Work with the teacher-librarian to introduce students to research skills, including using CD-ROMs and the Internet. Additional information about research skills can be found in the NSW Department of Education document *Information skills in the school* (1989).



## Jigsaw reading – comparing sources

Jigsaw strategy (sometimes referred to as expert groups) is a communicative activity in which groups of students become experts in a particular aspect of a topic text and teach it to others.

### *Organisation*

Students are allocated to different groups to read or research information on different aspects of a topic or to read different texts about the same topic. Each member of the group becomes an “expert” on that group’s topic or text. New groups are then formed, each with an expert from all the original groups, so that they may all contribute to the final activity.

As with barrier games and other information gap activities, jigsaw reading requires the use of a broad range of language skills. Students need to read for information, take notes and then convey their information to others. They also need to listen for information from others and to seek and provide clarification. It is supportive of less successful students, in that the task is broken down into manageable chunks and all members of the group work cooperatively to complete the task.

Jigsaw reading is particularly useful in history because of the number of sources which students need to read.

- Divide the class into four groups. Each group becomes an expert group on one source (see list of suggested resources above). Students may work in pairs or smaller groups to answer as many questions as they can, using one source.
- Reform groups so that each group has one representative from each of the four expert groups. Students share the information from all sources so that all students can complete the work sheet.

## Critical literacy

- Ask students to compare the information from different sources. Discuss any inconsistencies. This will lead to a discussion on historians being detectives who do not always have complete and accurate evidence.

## Extension: Critically comparing two accounts of events

- Give students excerpts from two sources (e.g. BLM 20, page 1, Internet source, *The Crusades: A Chronicle* and Encarta *Crusades* and the **three-level guide** on BLM 20, page 2) to compare the way events are retold. BLM 20, page 3 may be worked through with students to help them explore the way the writers use particular language to make the text more or less personal and subjective.

### Three-level guides

The three-level guide is a strategy to help learners gain a deeper understanding of the texts they are reading, to make judgements about or challenge concepts or gain ideas in the text and to relate these to other contexts. Questions about a text are formulated to address the three different levels of comprehension, i.e. literal (reading on the lines), interpretive (reading between the lines) and evaluative (reading beyond the lines).

## Activity 8: Planning and writing an historical recount

### Purpose:

This activity will support students in gathering information and taking notes to plan an historical recount.

- Work with students to select the evidence they will use to write an historical recount of the First Crusade.

If evidence is inconsistent students can be encouraged to report the evidence in terms such as “Most historians agree...” or “According to some sources...”.

- Explain the purpose of writing an historical recount together. Explain the need to have notes for each of the stages of an historical recount. Revise the stages and the different kinds of information needed for each. Briefly remind students of the language features of historical recounts.
- Show students a guided note-taking outline on OHT (BLM 21). If the OHT is to be used to jointly write the text, draw an outline up on a large piece of paper or on the board.
- Elicit information to put under each heading. Notes can be written by the teacher using the note taking conventions practised earlier in the unit.
- Work with students to write an historical recount on the First Crusade, using the notes made earlier.

### The role of the teacher in jointly constructing texts

In the joint construction phase the teacher guides the students by asking questions, making suggestions and, if necessary, rewording contributions from students. The responsibility for constructing the text is shared between the teacher and the students.

### Assessing the joint construction

- Provide students with the checklist for assessing historical recounts on BLM 22 and tell them that they will be using this to assess their jointly constructed texts.

This discussion should give the teacher a good idea of whether students are ready to move on to the independent stage or whether they need to write more texts jointly with the teacher or with peers.

## Phase 5: Independent construction

In this phase students use their reading and note taking skills to build up detailed understanding of another Crusade. Students then use their notes to draft and write an historical recount, using a self-assessment checklist to assess and refine their writing.

### Activity 9: Researching and writing another historical recount

#### Purpose:

To give students opportunities to research and write about further crusades.

- Explain to students that in this section they will research events of other important crusades. Explain that this will be done in groups and then all the recounts will be put together and published as a booklet about the Middle Ages and Crusades.
- Write up the titles of other Crusades. For example:  
*The People's Crusade*  
*The Second Crusade*  
*The Third Crusade*  
*The Fourth Crusade*  
*Later Crusades (5th, 6th and 7th)*  
*The Children's Crusade.*
- Provide students with some different sources containing information on the events of that particular crusade. A research outline, such as the comparative reading task on BLM 19, could be devised to assist students to extract relevant information and analyse sources.
- Provide students with a note taking outline to assist them to select and organise information for an historical recount, e.g. BLM 21.
- Before students begin writing, check that they have recorded accurate and relevant information.

In some cases students may not be able to find precise dates for the events. In this case, assist them to sequence events in time using time clauses such as: *After the crusaders left Constantinople...* or time phrases, such as: *After this battle...*

- Ask students to write their first drafts and to assess them using the self-assessment checklist on BLM 22.

This may be done individually or in small groups or pairs. It might be necessary to work with small groups in a further joint construction.

- Demonstrate editing techniques to students and ask students to edit their work.
- Assess students written work using "Assessment criteria for historical recount" (BLM 1).
- Publish final drafts, using word processing, in a booklet or on charts on the wall.

**Phase 6: Building field knowledge****Activity 10: Evaluating the crusades**

- Discuss with students the consequences of the Crusades from the perspectives of all the major participants. This could be introduced as a mind mapping exercise, leading to a class discussion.

**Strategy: Mind mapping**

A mind map is a visual-verbal or structured overview of a concept or topic. Mind mapping can assist students to classify and group ideas in preparation for reading, writing or discussion.

An example is provided as BLM 24.

- Assist students to conduct a debate, a role-play or a class discussion about the consequences of the Crusades from different perspectives, e.g. an Arabic Muslim, a Western Christian, an Eastern Christian, the Pope, a Knight, a Christian peasant, Saladdin, etc.

## Activity 11: Reading and analysing a consequential explanation on the Crusades

### Purpose:

To further develop students' knowledge of the consequences of the Crusades and to explore some typical language features of **consequential explanations**.

**Consequential explanations** are a very important text type in history, particularly in Years 9-12. These texts allow students to identify and explain multiple effects or consequences of events. Experience in reading and deconstructing consequential explanations in Year 7 will give students valuable preparation when learning to write these text types.

Information about the purpose, structure and key language features of consequential explanations can be found in Chapter Seven of *Exploring Literacy in School History*.

### Pre-reading

- Encourage students to share existing knowledge of the consequences through brainstorming, mind mapping or discussion, as in Activity 10.

### Survey reading

- Explain to students that they will read a text about the consequences of the Crusades on Western Europe. Explain that they will firstly read to identify the consequences. Explain the usefulness of **survey reading** a text, especially long texts, to get the general idea before reading for detail.

#### Survey reading

Survey reading is reading to get the gist of a text, including an idea of how it is organised. This orients the reader to the text, giving general information about the topic and its relevance to the task and enabling the reader to choose whether to read further. When selecting books, CD-ROMs, articles or web sites, to complete a task, successful readers use their understandings of aspects of text such as: Cover blurbs, tables of contents and indexes, icons and hot links, chapter headings, etc. to select the most appropriate resources. When surveying a particular text or resource they look firstly at the title, pictures or diagrams, the first paragraph and the first sentences of successive paragraphs (known as previews). Good readers use this information and their prior knowledge of the topic to predict what the text will be about and whether it will be useful.

- Give small groups of students strips of paper with the introductory and concluding paragraphs and the opening and additional sentences of each paragraph on BLM 23.
- Ask them first to arrange the strips in a logical order and then to draw a mind map which predicts the main ideas of the text, e.g. BLM 24. Ask students to present their mind maps and explain how they think the information is organised in the text.
- Give students the text (BLM 25) and ask them to read it through quickly to establish whether they organised the information in the same way. Discuss the hints, e.g. the order of subtopics in the opening paragraph reflects the order in which they will be written.

## Reading for detail

- Explain that students will now read the text in detail to explain the consequences.
- Give the students the note taking outline on BLM 26 from which some information has been omitted. Discuss how the information in the text is represented graphically and how this is different from the timeline used for taking notes from recounts.
- Ask students to take notes from the information.

The outline could be adapted, if necessary, to provide more or less support for students.

- Discuss the consequences with the students.

### Exploring the language of consequential explanations

The model consequential explanation has been annotated on BLM 27 to show the structure, organisation of information and the main kinds of cause-and-effect expressions used. These could be introduced to students, but only in a very general way at this stage.

One way of introducing the language features is to ask students to compare in groups the historical recount written in the joint construction phase with the model consequential explanation.

Assessment criteria for historical recount																
Class:.....	Students															
<b>Assessment scale:</b> 0. No evidence 1. Little control 2. Some control 3. Competent 4. Sophisticated control																
<b>Outcomes</b>																
<i>Field knowledge and skills</i> Collects and records appropriate information																
Includes relevant and accurate information																
<i>Purpose</i> Chooses historical recount																
<i>Staging</i> Background then record of events then deduction																
<i>Text organisation</i> Information in record of events organised chronologically																
Paraphrasing used to divide major events or event sequences																
<i>Language features</i> Correct use of historical terms																
Generalised people and things																
Time expressions at beginning of sentences and paragraphs																
Time expressed as clauses, phrases, verbs and nouns rather than simple conjunctions																
Action verbs in past tense																

## Further explanation of assessment criteria

### Assessment scale

0 = No control	There is no evidence in the text of the described criteria.
1 = Little control	The student's writing has rarely or very briefly used the described criteria.
2 = Some control	The student's writing has sometimes or briefly used the described criteria.
3 = Competent	The student's writing is proficient and substantial in the use of the described criteria.
4 = Sophisticated	Goes beyond the competent use of the described criteria showing the student can manipulate the text type.

**Field knowledge:** This refers to how much relevant information the student has included.

**Purpose:** Chooses the text type appropriate to the context and task. Yes / No  
Whether or not this criterion will be applicable depends on the question which was set for the writing task.  
It will be applicable for pre-tests and for most common tests, but not usually for independent constructions (post-tests) produced by students at the end of a unit of work.  
YES: The student has chosen to write this text type independently without being explicitly instructed to do so.  
NO: The student has chosen some other text type.

**Staging:** Refers to how the student's writing is organised into the different stages or parts of this text type.  
Assessment should reflect how well the student's writing fulfils the function of each stage.

**Text organisation:** Refers to organisation of language within one or more of the stages: firstly, how the topics or arguments are linked within the whole text, and secondly, how the individual topic or argument is previewed and developed.

**Language features:** It is not necessary to assess all the language features listed, only those which were explicitly taught in the unit of work.

However, teachers may wish to note individual students who already demonstrate some competence in language features not yet explicitly taught; or teachers might wish to assess the pre-tests of a class for all the language features listed to help determine which features to focus on in the unit.

**General assessment:** This is meant to be an "on balance" assessment of the level of achievement evident in each student's writing. How the various criteria considered are weighted will vary according to each teacher's professional judgement. These numbers can then be transferred to another record sheet where they can be recorded with other classes or other assessments and used to compare from year to year to help demonstrate how literacy skills are improving in the class, in the year, from Years 7 to 10, in the subject area or in the school as a whole, depending on the amount of data collected.

**NOTE:** Teachers may find it convenient to divide each cell diagonally and record the pre-test assessment in the top left of each cell and the post-test in the bottom right of each cell.

*Secondary Literacy Project (1995) Disadvantaged Schools Programs Metropolitan East Region*



**BLM 3: Before and after chart**

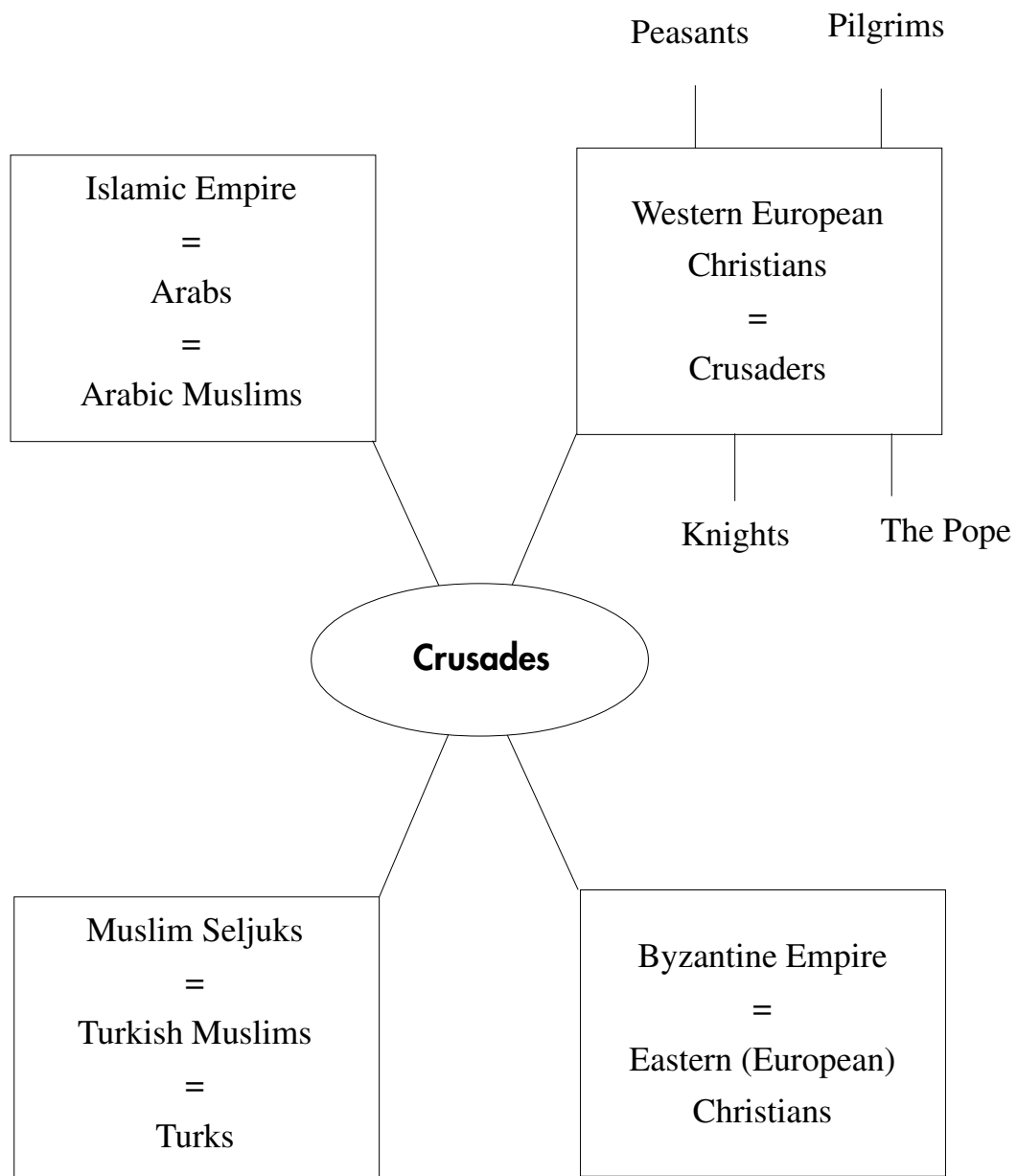
	<b>Before: What I know about the Crusades before the unit</b>	<b>After: What I know about the Crusades after finishing the unit</b>
WHAT were they?		
WHEN were they?		
WHO was involved?		
WHAT happened?		
WHAT were the CAUSES?		
WHAT were the EFFECTS?		

## A timeline from Prehistory to Modern History

from ENCARTA

Era	Dates	Historical events
Prehistory	c. 500 000 BC. c. 50 000 BC	Evolution of men and women Aboriginal people arrived in Australia
Ancient history	3500 BC 3000 BC 2500 BC 1800 BC 1400 BC 1200 BC 776 BC 250 BC - 450 AD 300 AD 450-1000 AD 330-1453 AD 800 AD	Sumerian civilisation emerges in Mesopotamia Minoan and Egyptian civilisations emerge Indus valley civilisation emerges in India Shang Dynasty begins in China Hebrews develop Jewish religion and culture Beginning of classical Greek Empire First Olympic Games Roman Empire Rise of Christianity Dark Ages Byzantine Empire Rise of Islamic Empire
High Middle Ages	AD 1000 - 1500 AD 1200 AD 1320s AD 1300 AD 1350 - 1600 AD 1400 > AD 1517 > AD 1650	Crusades Beginning of shogunate in Japan Black death in China and Europe Beginning of Aztec Empire in Mexico Renaissance European explorers Protestant Reformation Beginning of Manchu dynasty in China
Modern Times	AD 1750 AD 1788 AD 1914 - 1918 AD 1939 - 1945 AD 1969 AD 1980s AD 1998	Industrial Revolution Australia invaded by British World War 1 World War II First person on moon Introduction of the personal computer present

## Participants in the Crusades



## Pre-reading

*Classify the following under the headings below. Some terms might belong under more than one heading.*

pilgrims  
 the Holy Land  
 Byzantines  
 Normans  
 Arab Muslims  
 the Crusaders  
 Holy Roman Emperor  
 the Franks  
 European Christians  
 Turkish Muslims  
 Justinian  
 Western Christians  
 the Seljuk Turks  
 Vikings  
 Charlemagne  
 Jerusalem  
 Mohammed  
 Rome  
 Mecca  
 Jesus Christ  
 knights  
 Eastern Christians  
 Barbarian invaders  
 Constantine  
 Pope Urban II  
 France  
 England  
 Baghdad

### People and places significant to ...

the Byzantine Empire	the Western Christian church	the Arab Islamic Empire	the Ottoman Turkish Empire
e.g. Justinian	pilgrims	Baghdad	the Seljuk Turks

**BLM 6 (Answers):****People and places significant to ...**

the Byzantine Empire	the Western Christian church	the Arab Islamic Empire	the Ottoman Turkish Empire
Justinian Constantine Eastern Christians Byzantines Constantinople Jerusalem the Holy Land	pilgrims Crusaders Jesus Christ Pope Urban II knights Barbarian invaders Holy Roman Empire European Christians the Normans the Franks the Vikings France England Jerusalem the Holy Land Rome	Baghdad Mohammed Arab Muslims Mecca Jerusalem the Holy Land	the Seljuk Turks Turkish Muslims Jerusalem Mecca the Holy Land

## Timeline: Growth of Christianity in Western Europe

c. AD. 24

Jesus Christ began to preach Christianity

.....

Jesus Christ crucified in Jerusalem by Roman rulers

AD. 70

..... destroyed by Roman armies

Early years

Christians persecuted but .....

.....

Christianity spread through Roman Empire

AD. 392

..... converted to Christianity

.....

Western half of Roman Empire collapsed

.....

Many Barbarian invaders converted to Christianity

6th-9th centuries

..... ruled much of Western Europe.  
Christianity grows

9th-10th centuries

..... invaders raid Northern Europe and England

.....

Vikings converted to Christianity

During 11th century

.....ruled large areas of Europe - knights

1095

Pope Urban 11 called for Crusade

## Timeline: Growth of Christianity in Western Europe

c. AD. 24	Jesus Christ began to preach Christianity
AD. 27	Jesus Christ crucified in Jerusalem by Roman rulers
AD. 70	Jerusalem destroyed by Roman armies
Early years	Christians persecuted but Christianity grows
By 4th century AD.	Christianity spread through Roman Empire
AD. 392	Emperor Constantine converted to Christianity
AD. 476	Western half of Roman Empire collapsed
5th-6th centuries	Many Barbarian invaders converted to Christianity
6th-9th centuries	Franks ruled much of Western Europe. Christianity grows
9th-10th centuries	Viking invaders raid Northern Europe and England
After some time	Vikings converted to Christianity
During 11th century	Normans ruled large areas of Europe - knights
1095	Pope Urban 11 called for Crusade

## The Growth of Christianity in Western Europe

Christianity is the religion practised by followers of Jesus Christ of Nazareth who lived from about 4 BC\* until AD 27. At the age of 30, Jesus began to preach the new religion to his fellow Jews, and many people were converted. After three years, Jesus was crucified by the Roman rulers of Jerusalem who saw him as a threat to Roman rule.

Until AD 70, Jerusalem was the centre of Christian life. However, when the city was destroyed by Roman armies, the religion spread to other places within the Roman Empire. Jerusalem remained the most holy of all cities to Christians, and many medieval Christians made pilgrimages to worship there.

In the early years, Christians were persecuted by the Roman rulers but by the fourth century, the religion had flourished and spread through the Empire. In AD 392 Emperor Constantine was converted and Christianity became the official religion of the Roman Empire.

In AD 476 the western half of the Roman Empire finally collapsed when waves of mainly pagan barbarian tribes invaded. During the 4th and 5th centuries, many invaders converted to Christianity, hoping that this religion would give them the life the Romans had enjoyed. When these Christians defeated other tribes in battle, they forced them to become Christians as well.

From the sixth until the ninth centuries, the growth of Christianity was helped by a powerful tribe of Barbarians called the Franks. The greatest of all the Frankish rulers was Charlemagne. By the year 800, he ruled over a new empire in Europe that was almost as large as the old Western Roman Empire.

During the ninth and tenth centuries Viking invaders from the north raided Northern Europe and England. After some time they inter-married with the local populations and converted to Christianity.

During the 11th century, descendants of the Vikings, the Normans, ruled much of the land in areas of France, England and Italy. The Normans were a warlike people and produced the most feared mounted knights in Europe.

Although many different Barbarian tribes invaded Europe during the Dark and Middle Ages, the one thing which unified them was Christianity. The leader of the Christian church, the Pope, became so powerful that his authority rivalled that of even the strongest king. When Pope Urban II called for a Crusade to free the Holy Land from the Turkish Muslims, a great many people, both nobles and peasants, responded.

*\* Dates in this text are approximate. There is disagreement among historians about exact dates.*



**Team A**

*Read the text and answer questions from members of Team B.*

**The spread of Islam**

Islam is the faith founded by an Arab called Mohammed. Mohammed began to preach this new faith after receiving visions. The messages he received were put together to form the Holy Book of Islam, called the Koran.

Islam began to spread in 622 when Mohammed and his followers fled the city of Mecca for Medina. In 624 Mohammed organised a holy war (Jihad) against the unbelievers of Mecca. After three years the Muslims captured Mecca in a bloodless takeover.

By the time Mohammed died in 632, Islam had spread through the whole of Arabia. By 640 the Muslims had also captured Syria, Persia and Palestine (including Jerusalem). The Muslim leader allowed Christians to stay in Jerusalem and to make pilgrimages to the city. Jerusalem remained a sacred city for Christians as well as for Muslims.

By 750 Arab Muslims controlled the whole of North Africa, central Asia and most of Spain. From 750 to 1055 the capital city of the Islamic Empire was Baghdad. During this time Arabic culture flourished.

In the eighth century the expansion of Islam slowed down. Muslims failed to capture parts of Europe and also failed to capture Constantinople from the Byzantine Empire in the East. During the eighth and ninth centuries the Islamic Empire co-existed peacefully with the Byzantine Empire.

In 1065 a group of Muslims called the Seljuk Turks took over the Islamic Empire from the Arab Muslims. They began to expand and in 1071 defeated the Byzantine Emperor at Manzikert. By 1076 they had captured Jerusalem. Unlike the Arabs, the Turkish Muslims did not agree with Christian pilgrims visiting the Holy Land and treated them badly.

The spread of Islam was one of the most significant events of the Middle Ages because it brought two major cultures into conflict. The capture of Jerusalem set the scene for the clash between the Muslim East and the Christian West which began in 1095. This was known as the Crusades.

**Team A**

*Ask members of Team B questions in order to obtain the information needed to complete the following timeline.*

**Timeline: The Byzantine Empire**

3rd Cent. AD	Byzantine Empire formed when Roman Empire split
By AD 330	Byzantine Empire ruled from ..... (where?)
.....	Constantine founded new capital - Constantinople
AD 527-.....	Byzantine Empire ruled by Justinian
.....	Justinian recaptured part of old Roman Empire from Barbarians
8th Century	Constantinople attacked by ..... Withstood attack.
mid-11th Century	Eastern church split with ..... Pope wanted East to be Catholic
Up to end 11th Century	Byzantine Empire under attack from .....
.....	Turks defeated Byzantine army and captured Emperor
.....	New Emperor asked Pope for help.
.....	Urban II agreed
1204	.....
1261	.....
1453	Turks captured Constantinople. Part of Ottoman Turkish Empire.

**Team B**

*Read the text and answer questions from members of Team A.*

## **The Byzantine Empire**

The Byzantine Empire was formed in the 3rd century AD when the Roman Empire was split into Western and Eastern halves. This was done in an effort to stop the decline of the Roman Empire.

At first, the Byzantine Empire was ruled from the city of Nicomedeia. In 330 the emperor Constantine founded a new capital and named it Constantinople, after himself. This city was on the site of the ancient Greek city of Byzantium.

From 527 till 565 the Byzantine Empire was ruled by Justinian. In 533 he recaptured part of the old Roman Empire from the Barbarian tribes. However, after Justinian's death most of the European territories were lost.

In the eighth century Constantinople was attacked by Muslim Arabs. The Byzantine Empire withstood the attacks and began to grow strong and powerful.

In the mid 11th Century there was a serious split between the Western Christian church, ruled over by the Pope in Rome, and the Eastern Empire. The Pope wanted the Eastern Empire to become Catholic and the Byzantines wanted to stay with their Orthodox Christian beliefs.

By the end of the 11th century, the Byzantine Empire was under threat from the Muslim Turks. In 1071 the Turks defeated the Byzantine army and captured the Emperor. When the new Emperor was also unable to defeat the Turks, he asked the Pope to help in 1095. Pope Urban 11 agreed to help the Byzantines, though he really wanted to recapture the Holy City of Jerusalem from the Muslims.

In 1204, Constantinople was captured by the Crusaders in an attack instigated by the Pope and the rival trade city of Venice. Although the Byzantines recaptured the city in 1261, it was finally overrun by the Turks in 1453 and became part of the Ottoman Turkish Empire.

The Byzantine Empire lasted for over one thousand years. During this time, great advances were made in the fields of law and government, art and culture. Although it was finally the Turkish Empire which destroyed the Empire, the Western Christian church also helped to destroy it.

**Team B**

*Ask members of Team A questions in order to obtain the information needed to complete the following timeline.*

**Timeline: The Spread of Islam**

AD. 622	Mohammed and followers forced to leave Mecca for Medina
AD. ....	Mohammed organised Holy War against unbelievers of Mecca
AD. ....	Muslims captured Mecca in bloodless takeover
AD 632	..... died. Islam spread through .....
By 640	..... and ..... captured by Muslims. Christians allowed to stay in Jerusalem and make pilgrimages.
By .....	Arabic Muslims hold Nth Africa, cent. Asia, most of Spain
750-1055	capital city ..... Arabic culture flourished
In 8th century	.....
.....	Islamic and Byzantine Empires co-existed peacefully
.....	Seljuk Turks took over Islamic Empire from Arab Muslims
1071	Turkish Muslims defeated ..... at Manzikert
1076	..... treated Christians badly
1095	Crusades began

**Completed timeline: The Byzantine Empire**

3rd Cent. AD	Byzantine Empire formed when Roman Empire split.
By AD 330	Byzantine Empire ruled from Nicomedeia.
AD 330	Constantine founded new capital: Constantinople.
AD 527-565	Byzantine Empire ruled by Justinian.
AD 533	Justinian recaptured part of old Roman Empire from Barbarians.
8th Century	Constantinople attacked by Muslim Arabs. Withstood attack.
Mid-11th Century	Eastern church split with Western Christians. Pope wanted East to be Catholic.
By end of 11th Century	Byzantine Empire under attack from Muslim Turks.
1071	Turks defeated Byzantine army and captured Emperor.
1095	When unable to defeat Turks, new Emperor asked Pope for help. Pope Urban II agreed.
1204	Constantinople recaptured by Crusaders – instigated by Pope and Venice.
1261	Byzantine Empire recaptured Constantinople.
1453	Turks captured Constantinople. Part of Ottoman Turkish Empire.

**Completed timeline: The spread of Islam**

AD. 622	Mohammed and followers forced to leave Mecca for Medina.
AD. 624	Mohammed organised Holy War against unbelievers of Mecca.
AD. 627	Muslims captured Mecca in bloodless takeover.
AD 632	Mohammed died. Islam spread through Arabia.
By 640	Syria, Persia and Palestine captured by Muslims. Christians allowed to stay in Jerusalem and make pilgrimages.
By 750	Arabic Muslims hold Nth Africa, cent. Asia, most of Spain.
750-1055	Capital city Baghdad. Arabic culture flourished.
In 8th century	Islam expansion slowed down.
8th-9th century	Islamic and Byzantine Empires co-existed peacefully.
1065	Seljuk Turks took over Islamic Empire from Arabic Muslims.
1071	Turkish Muslims defeated Byzantine Emperor at Manzikert.
1076	Turks captured Jerusalem. Treated Christians badly
1095	Crusades began.

## Model text 1: The spread of Islam

### Context

1. What is the text mainly about?
  - (a) the Islamic faith
  - (b) a series of important historical events
  - (c) the life of an important person in Islamic history
2. What kind of language is used in the text?
  - (a) chatty, personal language that you would use talking to your friends
  - (b) language that you would not use every day but which is appropriate for writing school history
3. Who do you think wrote the text and for whom?
  - (a) an Arabic Muslim
  - (b) a Turkish Muslim
  - (c) a junior high school student for a teacher

### Social purpose

4. What is the social purpose of this piece of writing?
  - (a) to tell a story
  - (b) to argue a point of view
  - (c) to retell significant events
  - (d) to describe the way things were
5. What would be the best name for this kind of writing?
  - (a) a biographical recount
  - (b) a report
  - (c) a narrative
  - (d) an historical recount

Title	<b>The spread of Islam</b>
Background	<p>Islam is the faith founded by an Arab called Mohammad. Mohammed had begun to preach this new faith after receiving visions. The messages he received were put together to form the Holy Book of Islam, called the Koran.</p>
Record of events	<p>Islam began to spread in 622 when Mohammed and his followers fled the city of Mecca for Medina. In 624 Mohammed organised a holy war (Jihad) against the unbelievers of Mecca. After three years the Muslims captured Mecca in a bloodless takeover.</p> <p>By the time Mohammed died in 632, Islam had spread through the whole of Arabia. By 640 the Muslims had also captured Syria, Persia and Palestine (including Jerusalem). The Muslim leader allowed Christians to stay in Jerusalem and to make pilgrimages to the city. Jerusalem remained a sacred city for Christians as well as for Muslims.</p> <p>By 750 Arabic Muslims controlled the whole of North Africa, central Asia and most of Spain. From 750 to 1055 the capital city of the Islamic Empire was Baghdad. During this time Arabic culture flourished.</p> <p>In the eighth century the expansion of Islam slowed down. Muslims failed to capture parts of Europe and also failed to capture Constantinople from the Byzantine Empire in the East. During the eighth and ninth centuries the Islamic Empire co-existed peacefully with the Byzantine Empire.</p> <p>In 1065 a group of Muslims called the Seljuk Turks took over the Islamic Empire from the Arabic Muslims. They began to expand and in 1071 defeated the Byzantine Emperor at Manzikert. By 1076 they had captured Jerusalem. Unlike the Arabs, the Turkish Muslims did not agree with Christian pilgrims visiting the Holy Land and treated them badly.</p>
Deduction	<p>The spread of Islam was one of the most significant events of the Middle Ages because it brought two major cultures into conflict. The capture of Jerusalem set the scene for the clash between the Muslim East and the Christian West which began in 1095. This was known as the Crusades.</p>

## Exploring the structure of an historical recount

Title

Background

Record of events

Deduction



## Exploring the structure of an historical recount

In the mid 11th Century there was a serious split between the Western Christian church, ruled over by the Pope in Rome and the Eastern Empire. The Pope wanted the Eastern Empire to become Catholic and the Byzantines wanted to stay with their Orthodox Christian beliefs.

From 527 till 565 the Byzantine Empire was ruled by Justinian. In 533 he recaptured part of the old Roman Empire from the Barbarian tribes. However, after Justinian's death most of the European territories were lost.

### The Byzantine Empire

The Byzantine Empire lasted for over one thousand years. During this time, great advances were made in the fields of law and government, art and culture. Although it was finally the Turkish Empire which destroyed the Empire, the Western Christian church also helped to destroy it.

In the eighth century Constantinople was attacked by Muslim Arabs. The Byzantine Empire withstood the attacks and began to grow strong and powerful.

In 1204, Constantinople was captured by the Crusaders in an attack instigated by the Pope and the rival trade city of Venice. Although the Byzantines recaptured the city in 1261, it was finally overrun by the Turks in 1453 and became part of the Ottoman Turkish Empire.

The Byzantine Empire was formed in the 3rd century AD when the Roman Empire was split into Western and Eastern halves. This was done in an effort to stop the decline of the Roman Empire.

By the end of the 11th century, the Byzantine Empire was under threat from the Muslim Turks. In 1071 the Turks defeated the Byzantine army and captured the Emperor. When the new Emperor was also unable to defeat the Turks, he asked the Pope to help in 1095. Pope Urban 11 agreed to help the Byzantines, though he really wanted to recapture the Holy City of Jerusalem from the Muslims.

At first, the Byzantine Empire was ruled from the city of Nicomedeia. In 330 the emperor Constantine founded a new capital and named it Constantinople, after himself. This city was on the site of the ancient Greek city of Byzantium.

## The spread of Islam

Islam is the faith founded by an Arab called Mohammed. Mohammed began to preach this new faith *after receiving visions*. The messages he received were put together to form the Holy Book of Islam, called the Koran.

Islam began to spread **in 622** *when Mohammed and his followers fled the city of Mecca for Medina*. **In 624** Muhammed organised a holy war (Jihad) against the unbelievers of Mecca. **After three years** the Muslims captured Mecca in a bloodless takeover.

*By the time Mohammed died* **in 632**, Islam had spread through the whole of Arabia. **By 640** the Muslims had also captured Syria, Persia and Palestine (including Jerusalem). The Muslim leader allowed Christians to stay in Jerusalem and to make pilgrimages to the city. Jerusalem remained a sacred city for Christians as well as for Muslims.

**By 750** Arab Muslims controlled the whole of North Africa, central Asia and most of Spain. **From 750 to 1055** the capital city of the Islamic Empire was Baghdad. **During this time** Arabic culture flourished.

**In the eighth century** the expansion of Islam slowed down. Muslims failed to capture parts of Europe and also failed to capture Constantinople from the Byzantium Empire in the East. **During the eighth and ninth centuries** the Islamic Empire co-existed peacefully with the Byzantine Empire.

**In 1065** a group of Muslims called the Seljuk Turks took over the Islamic Empire from the Arab Muslims. They began to expand and **in 1071** defeated the Byzantine Emperor at Manzikert. **By 1076** they had captured Jerusalem. Unlike the Arabs, the Turkish Muslims did not agree with Christian pilgrims visiting the Holy Land and treated them badly.

The spread of Islam was one of the most significant events of the Middle Ages because it brought two major cultures into conflict. The capture of Jerusalem set the scene for the clash between the Muslim East and the Christian West which began in 1095. This was known as the Crusades.

**Bold text**                      Time phrases

*Italic text*                      Time events

Underlined text              Action verbs

**BLM 16: Exploring time expressions**

Use the following expressions to complete the text below:

in 1453	During this time	At first,	From 527 till 565
after Justinian’s death	In the eighth century	In the mid 11th Century	
When the new Emperor was also unable to defeat the Turks			
when the Roman Empire was split into Western and Eastern halves			

### The Byzantine Empire

The Byzantine Empire was formed in the 3rd century AD .....  
 ..... This was done in an effort to stop the decline of the Roman Empire.

....., the Byzantine Empire was ruled from the city of Nicomedeia. In 330 the emperor Constantine founded a new capital and named it Constantinople, after himself. This city was on the site of the ancient Greek city of Byzantium.

..... the Byzantine Empire was ruled by Justinian. In 533 he recaptured part of the old Roman Empire from the Barbarian tribes. However, .....

..... most of the European territories were lost.

..... Constantinople was attacked by Muslim Arabs. The Byzantine Empire withstood the attacks and began to grow strong and powerful.

..... there was a serious split between the Western Christian church, ruled over by the Pope in Rome and the Eastern Empire. The Pope wanted the Eastern Empire to become Catholic and the Byzantines wanted to stay with their Orthodox Christian beliefs.

By the end of the 11th century, the Byzantine Empire was under threat from the Muslim Turks. In 1071 the Turks defeated the Byzantine army and captured the Emperor.

....., he asked the Pope to help in 1095. Pope Urban 11 agreed to help the Byzantines, though he really wanted to recapture the Holy City of Jerusalem from the Muslims.

In 1204, Constantinople was captured by the Crusaders in an attack instigated by the Pope and the rival trade city of Venice. Although the Byzantines recaptured the city in 1261, it was finally overrun by the Turks ..... and became part of the Ottoman Turkish Empire.

The Byzantine Empire lasted for over one thousand years. ...., great advances were made in the fields of law and government, art and culture. Although it was finally the Turkish Empire which destroyed the Empire, the Western Christian church also helped to destroy it.

*Action verbs have been highlighted in the first half of the text below. Highlight ten action verbs in the next half. Remember, the verb might have more than one word.*

## The Byzantine Empire

The Byzantine Empire **was formed** in the 3rd century AD when the Roman Empire **was split** into Western and Eastern halves. This **was done** in an effort to stop the decline of the Roman Empire.

At first, the Byzantine Empire **was ruled** from the city of Nicomedeia. In 330 the emperor Constantine **founded** a new capital and **named** it Constantinople, after himself. This city was on the site of the ancient Greek city of Byzantium.

From 527 till 565 the Byzantine Empire **was ruled** by Justinian. In 533 he **recaptured** part of the old Roman Empire from the Barbarian tribes. However, after Justinian's death most of the European territories **were lost**.

In the eighth century Constantinople **was attacked** by Muslim Arabs. The Byzantine Empire **withstood** the attacks and **began to grow** strong and powerful.

In the mid 11th Century there was a serious split between the Western Christian church, **ruled over** by the Pope in Rome, and the Eastern Empire. The Pope wanted the Eastern Empire to become Catholic and the Byzantines wanted to stay with their Orthodox Christian beliefs.

By the end of the 11th century, the Byzantine Empire was under threat from the Muslim Turks. In 1071 the Turks defeated the Byzantine army and captured the Emperor. When the new Emperor was also unable to defeat the Turks, he asked the Pope to help in 1095. Pope Urban II agreed to help the Byzantines, though he really wanted to recapture the Holy City of Jerusalem from the Muslims.

In 1204, Constantinople was captured by the Crusaders in an attack instigated by the Pope and the rival trade city of Venice. Although the Byzantines recaptured the city in 1261, it was finally overrun by the Turks in 1453 and became part of the Ottoman Turkish Empire.

The Byzantine Empire lasted for over one thousand years. During this time, great advances were made in the fields of law and government, art and culture. Although it was finally the Turkish Empire which destroyed the Empire, the Western Christian church also helped to destroy it.

**BLM 18: Individual deconstruction of assessment task**

*Label the stages of this historical recount. Then mark the time expressions, the generalised nouns and the action verbs. Make a key to indicate how you have marked the language features.*

### **The Growth of Christianity in Western Europe.**

Christianity is the religion practised by followers of Jesus Christ of Nazareth who lived from about 4 BC\* until AD 27. At the age of 30, Jesus began to preach the new religion to his fellow Jews and many people were converted. After three years, Jesus was crucified by the Roman rulers of Jerusalem who saw him as a threat to Roman rule.

Until AD 70, Jerusalem was the centre of Christian life. However, when the city was destroyed by Roman armies, the religion spread to other places within the Roman Empire. Jerusalem remained the most holy of all cities to Christians and many medieval Christians made pilgrimages to worship there.

In the early years, Christians were persecuted by the Roman rulers but by the fourth century, the religion had flourished and spread through the Empire. In AD 392 the Emperor Constantine was converted and Christianity became the official religion of the Roman Empire.

In AD 476 the western half of the Roman Empire finally collapsed when waves of mainly pagan barbarian tribes invaded. During the 4th and 5th centuries, many invaders converted to Christianity, hoping that this religion would give them the life the Romans had enjoyed. When these Christians defeated other tribes in battle, they forced them to become Christians as well.

From the sixth until the ninth centuries, the growth of Christianity was helped by a powerful tribe of Barbarians called the Franks. The greatest of all the Frankish rulers was Charlemagne. By the year 800, he ruled over a new empire in Europe that was almost as large as the old Western Roman Empire.

During the ninth and tenth centuries Viking invaders from the north raided Northern Europe and England. After some time they intermarried with the local populations and converted to Christianity.

During the 11th century, descendants of the Vikings, the Normans, ruled much land in areas of France, England and Italy. The Normans were a warlike people and produced the most feared mounted knights in Europe.

Although many different Barbarian tribes invaded Europe during the Dark and Middle Ages, the one thing which unified them was Christianity. The leader of the Christian church, the Pope, became so powerful that his authority rivalled that of even the strongest king. When Pope Urban II called for a Crusade to free the Holy Land from the Turkish Muslims, a great many people, both nobles and peasants, responded.

*\* Dates in this text are approximate. There is disagreement among historians about exact dates.*

**BLM 19a:**

<b>Research questions for the First Crusade (the Knights' Crusade)</b>				
	<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>	<b>Source 4</b>
What was a Crusade?				
When was the First Crusade?				
Who fought in this Crusade?				
What was the aim of the Crusade?				
Why did the nobles join the crusade?				
When was the council of Clermont and what happened there?				
How many armies set out?				
When did they set out?				
Where did the Crusaders mainly come from?				
Where did they all meet and when?				

<b>Research questions (continued)</b>				
	<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>	<b>Source 4</b>
What happened there?				
What were the first two victories of the Crusaders and when were they?				
How long did the attack on Antioch take?				
What happened at Antioch?				
When did the Crusaders move on Jerusalem?				
Why did it take so long?				
When did they arrive at Jerusalem?				
What happened at Jerusalem?				
What happened to Jerusalem and the other cities which were won by the Crusaders?				

## Comparing texts about the First Crusades

### Text A The Crusades: A chronicle

(<http://www.hol.gr/cjackson/crusades/crusades.html> )

They continued on their way to Jerusalem, not to save the Christians there, for they didn't need saving. Not to free the Holy Land, for the churches there were all open. They were going to fight a war against the supposed "infidel", and hopefully, they thought, to get some goodies out of the deal while they were at it.

The trip from Antioch to Jerusalem, thought to be a two week walk, took them six months. They had to stop every now and then, you know, to plunder cities along the way.

The Crusaders flung themselves against the walls of Jerusalem, believing that this was God's will, and he would bring the wall tumbling down under their weight. God must not have realized how strong this stone was, for it wasn't until a couple of Flemish men leapt from the top of a siege tower and across the wall that Jerusalem fell to the Crusaders.

### Text B (Encarta 1995)

#### The Capture of Jerusalem

Resting at Antioch for the remainder of the summer and early fall, the Crusaders set out on the final leg of their journey in late November 1098. Now they avoided attacks on cities and fortified positions in order to conserve their forces. In May 1099 the Crusaders reached the northern borders of Palestine; on the evening of June 7 they camped within sight of Jerusalem's walls.

The city was at this point under Egyptian control; its defenders were numerous and well prepared for a siege. The Crusaders attacked briskly. With the aid of reinforcements from Genoa and newly constructed siege machines, they took Jerusalem by storm on July 15; they then massacred virtually every inhabitant. In the Crusaders' view, the city was purified in the blood of the defeated infidels.



## Understanding and interpreting events about the Crusades

### A: Three-level guide

1. Read the following statements and tick those which have the same information as Text A and/or Text B

Reading on the lines	Text A	Text B
(a) The Crusaders took about 6 months to get from Antioch to Jerusalem		
(b) The Crusaders did not attack cities on their way to Jerusalem		
(c) The Crusaders were successful in capturing Jerusalem		

2. Read the following statements and tick those which can be supported by information in Text A and/or Text B

Reading between the lines	Text A	Text B
(d) The Crusades were not necessary		
(e) The Crusaders displayed great fighting skill in attacking Jerusalem		
(f) The Crusaders were greedy		

3. Tick each of the following statements that you think is reasonable. You can use your own ideas and ideas contained in both Texts A and/or B to support your decision.

Reading beyond the lines	Text A	Text B
(g) The Crusaders were not fighting a just war		
(h) War is necessary to ensure freedom to worship		

**BLM 20 (page 3):****B. Critically analysing the texts**

*Tick each of the following statements about the way Text A and Text B are written.*

	Text A	Text B
(i) The text retells only events		
(j) The writer gives personal judgements and opinions about the events		
(k) The writer talks directly to the reader		
(l) The writer uses informal and colloquial language		

**C. Exploring the language of judgement**

- Read through both Text 1 and Text 2. Underline the words or phrases which the writer uses to make judgments or to encourage the reader to agree with the viewpoint taken.*
- Find the following expressions in the texts. Tick whether they are used in a negative, positive or neutral (i.e. non-judgmental) way.*

**Positive      Negative      Neutral**

the supposed “infidel”			
to get some goodies out of the deal			
plunder			
(they) flung themselves against the walls			
in order to conserve their forces			
they avoided attacks on cities			
The Crusaders attacked briskly			
They took Jerusalem by storm			
massacred			
purified			
The defeated infidels			

## The First Crusade

Background (Who? When? Where? What led up to it?)

.....

.....

.....

.....

Record of events

Time

Important events

Deduction (why significant?)

.....

.....

.....

## Self-assessment checklist for historical recount

Read your recount carefully and answer the following questions by putting a tick in one of the boxes.

Background	Yes	No	Not sure
Do you introduce the main participants?			
Is the time of the events made clear?			
Is the place where the events occurred indicated?			
Do you give a summary of events which led up to this?			
<b>Record of events</b>			
Is there a record of events in your recount?			
Do the events follow a sequence in time?			
Do you focus on the most important events?			
Do you use paragraphs to divide the events into blocks of time?			
<b>Deduction</b>			
Is there a deduction in which you evaluate the significance of the events?			
<b>Time expressions</b>			
Does your recount have a variety of time phrases, including precise dates, and time events?			
Do the time expressions generally come at the beginning of sentences and paragraphs?			
<b>Verbs</b>			
Do you use mainly action verbs in the record of events stage?			
Are the verbs in the past tense?			
<b>Nouns and noun groups</b>			
Do most of the nouns refer to groups of people or institutions rather than to individual people?			

Adapted from *Write it Right, Australian Identity*, DSP Productions 1996

## What was the effect of the Crusades on Western Europe?

The Crusades also led to the weakening of the feudal system. Another social change was a shift from rural to town dwelling.

Firstly, the influence of castles was weakened.

In conclusion the Crusades brought about many changes in Western European society. These changes were political, economic and social.

The influx of new goods also led to a change in the diet of many people.

The Crusades also had a great impact on the economic structures of Europe.

Social change was also a consequence of the Crusades.

The first effect of the Crusades was a change in the political structures of Europe.

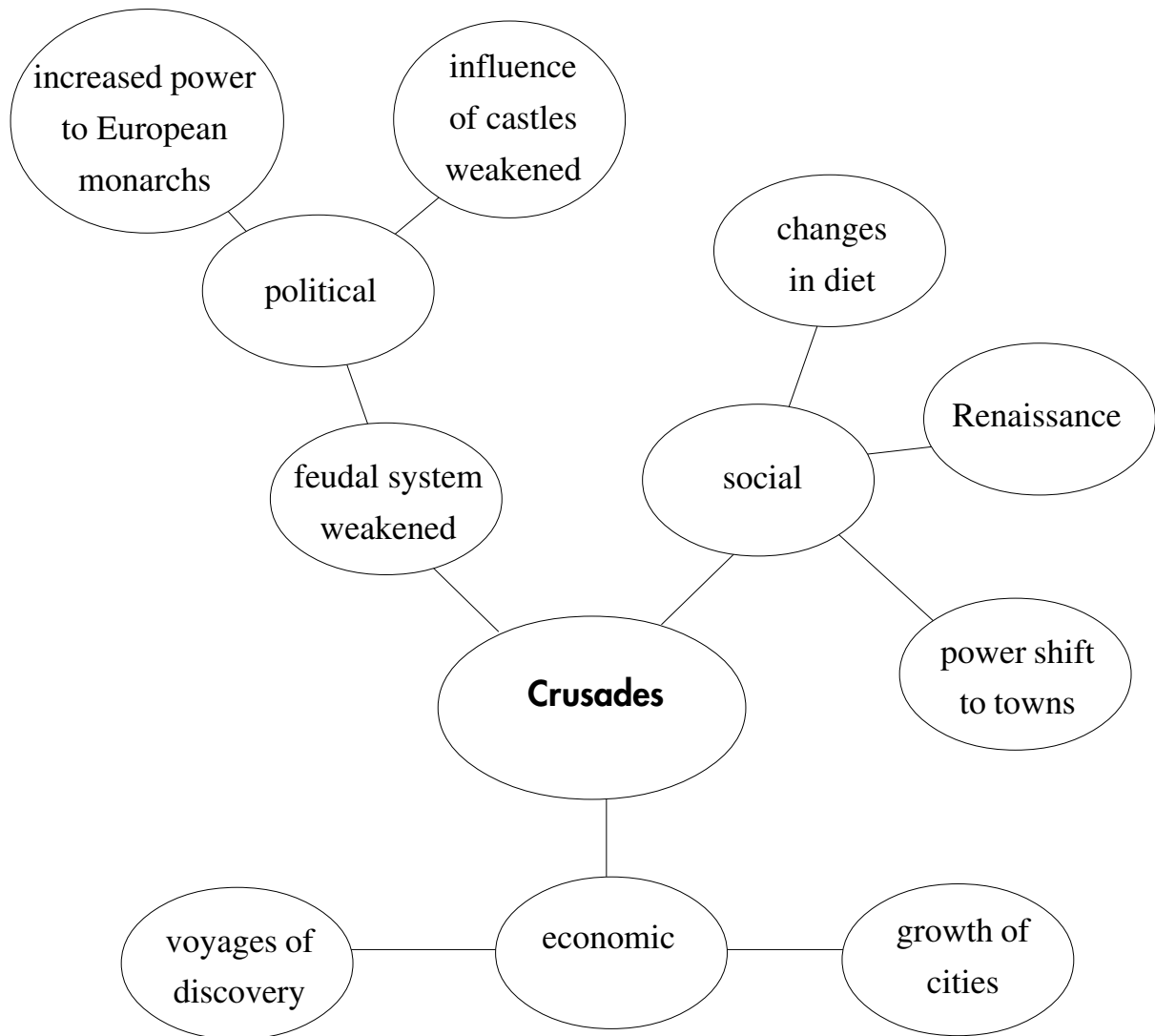
Some European monarchs also used the Crusades to increase their own power.

The Crusades allowed many people to travel.

The Crusades, which began in 1095 and ended in 1272, brought about many changes in Western Europe. These changes were political, social and economic.

The Crusades also led to the weakening of the feudal system.

## Mind map



## What was the effect of the Crusades on Western Europe?

The Crusades, which began in 1095 and ended in 1272, brought about many changes in Western Europe. These changes were political, social and economic.

The first effect of the Crusades was a change in the political structures of Europe. Firstly, the influence of castles was weakened. The returning Crusaders brought with them new methods of fighting and new weapons which they used to wage war on one another. The use of gunpowder, in particular, made castles more vulnerable and resulted in them no longer being used as a means of defence.

Another political change was the weakening of the feudal system. One reason for this was that many feudal families died out, and their lands were sold to cover the costs of the Crusades. Some European monarchs also used the Crusades to increase their own power. For example, the rivalry between England and France during the third Crusade led to the Hundred Years' War. The result of this war was the loss of English territory in mainland Europe.

The Crusades also had a great impact on the economic structures of Europe. The increase in trade led to the growth of towns, and this resulted in an increase in the wealth and power of cities such as Venice. The returning Crusaders also brought back with them many luxury goods, particularly fabrics such as cotton and silk. These products became very popular and, as a result of increased demand, trade between East and West increased. However, because the Saracens controlled the East, these goods were expensive. The desire to find cheap goods led to the voyages of discovery made by da Gama, Diaz and Columbus.

Social change was also a consequence of the Crusades. The Crusades allowed many people to travel. These "tourists" brought back to Europe new practices and attitudes to learning from the Arabs. These included translations of ancient manuscripts, mathematics and medicine. The renewed interest in ancient learning resulted in the phenomenon known as the Renaissance.

Another social change was a shift from rural to town dwelling. Many people who had once been rural workers now became merchants in towns. These new classes demanded greater political freedom. This resulted in the decrease in the power of the feudal lords. Many feudal lords were forced to grant charters of freedom to towns, e.g. Marburg, Antwerp and London.

The influx of new goods also led to a change in the diet of many people. Spices such as cloves, cinnamon, pepper and ginger became very popular. New fruits such as lemons, oranges, peaches and apricots became available in the West. The Crusaders also brought with them, as a result of their stay in the East, new methods of preserving food, for example the use of ice.

In conclusion, the Crusades brought about many changes in Western European society. These changes were political, economic and social.

**BLM 26: Reading and note-taking**

Complete the note-taking outline with information from the text “What was the effect of the Crusades on Western Europe?”

General impacts	Specific impacts	Causes and effects/Examples		
Political structures	Influence of castles weakened	Crusaders brought back gunpowder	..... ..... .....	Castles no longer used for defence
	..... ..... .....	Money needed to fund crusaders		Land of feudal families sold
	Increased power for some European monarchs	France and England in 3rd crusades	..... ..... .....	Loss of England's territory in Europe
..... .....	Growth of cities	..... ..... .....	Growth of towns	Wealthy powerful cities, e.g. Venice, Amalfi
	Voyages of discovery	Crusaders brought back gunpowder	Increased demand for goods but very expensive	Voyages to find goods more cheaply
Social structures	Renaissance	Increased travel during Crusades	..... ..... .....	Increased interest in learning
	Power shift to towns	Rural workers became town merchants	Demand for greater political freedom	..... ..... .....
	..... ..... .....	Crusaders brought back new goods and methods		New spices, fruits and methods became popular



Complete the note-taking outline with information from the text "What was the effect of the Crusades on Western Europe?"

General impacts	Specific impacts	Causes and effects/Examples
Political structures	Influence of castles weakened	<div>Crusaders brought back gunpowder</div> <div>Castles more vulnerable</div> <div>Castles no longer used for defence</div>
	Feudal system weakened	<div>Money needed to fund crusaders</div> <div>Land of feudal families sold</div>
	Increased power for some European monarchs	<div>France and England in 3rd Crusades</div> <div>100 years of war between France and England</div> <div>Loss of England's territory in Europe</div>
Economic structures	Growth of cities	<div>Increased trade</div> <div>Growth of towns</div> <div>Wealthy powerful cities, e.g. Venice, Amalfi</div>
	Voyages of discovery	<div>Crusaders brought back gunpowder</div> <div>Increased demand for goods but very expensive</div> <div>Voyages to find goods more cheaply</div>
Social structures	Renaissance	<div>Increased travel during Crusades</div> <div>Travellers brought back new learning from Arabs</div> <div>Increased interest in learning</div>
	Power shift to towns	<div>Rural workers became town merchants</div> <div>Demand for greater political freedom</div> <div>Power from feudal lords to towns</div>
	Changes in diet	<div>Crusaders brought back new goods and methods</div> <div>New spices, fruits and methods became popular</div>

## BLM 27: Model consequential explanation

(Cause and effect expressions highlighted)		
Stages	What was the effect of the Crusades on Western Europe?	
Input	The Crusades, which began in 1095 and ended in 1272, brought about many changes in Western Europe. <u>These changes were political, social and economic.</u>	<a href="#">Text preview</a>
Consequence 1	<p><u>The first <b>effect</b> of the Crusades was a change in the political structures of Europe.</u> Firstly, the influence of castles was weakened. The returning Crusaders brought with them new methods of fighting and new weapons which they used to wage war on one another. The use of gunpowder, in particular, made castles more vulnerable and resulted in them no longer being used as a means of defence.</p> <p><u>Another political change was the weakening of the feudal system.</u> One reason for this was that many feudal families died out and their lands were sold to cover the costs of the Crusades. Some European monarchs also used the Crusades to increase their own power. For example, the rivalry between England and France during the third Crusade <b>led</b> to the Hundred Years' War. <b>The result</b> of this war was the loss of English territory in mainland Europe.</p>	<a href="#">Section preview</a>  <a href="#">Minor section preview</a>
Consequence 2	<u>The Crusades also had <b>a great impact</b> on the economic structures of Europe.</u> The increase in trade <b>led to</b> the growth of towns, and this resulted in an increase in the wealth and power of cities such as Venice. The returning Crusaders also brought back with them many luxury goods, particularly fabrics such as cotton and silk. These products became very popular and <b>as a result of</b> increased demand, trade between East and West increased. However, <b>because</b> the Saracens controlled the East, these goods were expensive. The desire to find cheap goods <b>led to</b> the voyages of discovery made by da Gama, Diaz and Columbus.	<a href="#">Section preview</a>
Consequence 3	<p><u>Social change was also <b>a consequence</b> of the Crusades.</u> The Crusades allowed many people to travel. These "tourists" brought back to Europe new practices and attitudes to learning from the Arabs. These included translations of ancient manuscripts and knowledge of mathematics and medicine. The renewed interest in ancient learning resulted in the phenomenon known as the Renaissance.</p> <p><u>Another social change was a shift from rural to town dwelling.</u> Many people who had once been rural workers now became merchants in towns. These new classes demanded greater political freedom. This <b>resulted in</b> the decrease in the power of the feudal lords. Many feudal lords were forced to grant charters of freedom to towns, e.g. Marburg, Antwerp and London.</p> <p><u>The influx of new goods also <b>led to</b> a change in the diet of many people.</u> Spices such as cloves, cinnamon, pepper and ginger became very popular. New fruits such as lemons, oranges, peaches and apricots became available in the west. The Crusaders also brought with them, as a result of their stay in the east, new methods of preserving food, for example the use of ice.</p>	<a href="#">Section preview</a>  <a href="#">Minor section preview</a>  <a href="#">Section preview</a>
Summary	In conclusion the Crusades <b>brought about</b> many changes in Western European society. <b>These changes were political, economic and social.</b>	<a href="#">Text review</a>



# Chapter 5:

## Planning a whole-school approach to literacy

This chapter should be read in conjunction with *Planning a whole-school approach to literacy*, Department of School Education, 1997.

### Establish literacy as a school priority

At faculty and whole-school meetings discuss and develop understandings about the literacy demands of various KLAs and subjects.

The district literacy team can provide advice to faculty groups about ways to identify and describe these literacy demands.

*Focus on Literacy* makes a useful starting point for meetings and professional development activities related to literacy.

Chapters 1 and 2 of *Teaching literacy in history in Year 7* describe in detail the literacy skills, knowledge and understandings which students in Year 7 need to demonstrate in order to be successful.

Having established an understanding of the literacy demands of each subject, we should then examine our teaching programs to identify opportunities for systematic and explicit literacy instruction.

The literacy support team in the school may assist in highlighting opportunities to develop students' literacy skills in each subject. Support teachers such as English as a second language teachers, support teachers, learning difficulties and teacher-librarians should be involved in providing advice about specific strategies.

All staff need to recognise the value of a whole school approach to literacy and to ensure it becomes part of the school management plan. Ways of meeting the professional development needs of individual teachers and faculty groups should be included in the plan. Teachers could be surveyed to establish their current knowledge and expertise. *Planning a whole-school approach to literacy*, Appendix 1 is an example of a survey.

Sample survey from: *Planning a whole-school approach to literacy*, Appendix 1.

### (A) 1: Literacy survey of staff

Name: \_\_\_\_\_

*Remember: Literacy includes reading, writing, speaking and listening in a range of contexts.*

1. List any formal training qualification in literacy

(a) Preservice \_\_\_\_\_

(b) Inservice \_\_\_\_\_

2. Do you have any other relevant training that could be useful in the literacy area at this school? e.g. public speaking, writing, acting, computing...

3. In the area of literacy, list any skills that you feel would be of value to others in the work place.

4. Are you a member of any professional organisations that have literacy as a component? If so, please list.

5. List any literacy resources and/or strategies of which you are aware that could be used to benefit teachers and students at this school.

6. What classroom literacy activities do you use in your classroom?

Sometimes	Often	Regularly

(a) What literacy programs or strategies do you think have been successful at this school?

(b) Why?

8. (a) What literacy programs or strategies do you think have not been successful?

(b) Why?

*Thank you for taking time to complete this survey.*

## Determining priorities within the plan

In order to develop an appropriate literacy plan for the school, information about students' current literacy achievements needs to be analysed. The ELLA results can provide useful information about the strengths and weaknesses of individuals and Year groups. An analysis of the areas in which students require additional support will indicate a focus of the plan. Other information may be gathered by analysing School Certificate and Higher School Certificate results. Data gathered by teachers through informal and formal assessment tasks will also highlight areas needing support. Having collected and analysed all available data, the staff should determine priorities within the school plan. These priorities should also reflect the State Literacy Strategy.

## Developing outcomes for the school plan

These priorities should then be translated into learning and teaching outcomes. These outcomes need to be written in language which is explicit and defines precisely what is to be achieved. Some outcomes will relate to short-term achievements while others will be long-term. A short-term goal may be that all teachers have been trained in the NPDP modules, *Literacy across the KLAs, Years 7 & 8*. A long-term outcome may be that increased numbers of students are taking advanced studies.

Some of the outcomes will have implications for teachers' professional development, and this will need to be documented in the plan, including what form the professional development will take, how it will be provided and how it will be funded.

## Resourcing the school plan

Collect information about available resources, both human and material. This will include the expertise which already exists within the staff and the district. It will also include surveying and collecting information about literacy programs which are already in the school. Appendix B in *Planning a whole-school approach to literacy* offers one way of doing this. Determine which programs are achieving their outcomes and are aligned with the outcomes of the school plan. Decide whether additional resources will be required to achieve the outcomes of the school plan. If additional human resources are needed, how will these be found?

Will it require a more flexible organisation of the school timetable? If additional material resources are required, how can these be budgeted for in the school plan? Ensure that all staff have the opportunity to provide input to the resourcing of the plan.

Sample from:  
*Planning a whole-school approach  
 to literacy*, Appendix B.

## (B) Mapping Existing Programs and Strategies

*Step 1: List all literacy programs and strategies operating in the school.*

*Step 2: For each strategy or program, you may wish to ask some of the following questions or you may wish to include others.*

1. What is the program?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. When was it developed?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Is it still current?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. For whom was it designed?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Is it achieving its stated outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_
6. How do you know?  
 \_\_\_\_\_  
 \_\_\_\_\_
7. How is it implemented?  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Is it used by all people who should use it?  
 \_\_\_\_\_  
 \_\_\_\_\_
9. Is it part of whole-school planning?  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Is it part of financial planning?  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Is it simple, practical and reliable?  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Does it fit in with current DSE Policy?  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Are there adequate resources for the program?  
 \_\_\_\_\_  
 \_\_\_\_\_
14. Is it supported by training and development?  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Has it influenced student participation in teaching and learning outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_
16. How do you know whether or not it has made a difference to student learning outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Informing parents and the community

Parents and community members could be involved in developing the school plan. Participants could be drawn from the Parents and Citizens Association, local ethnic or community groups or parents who express a particular interest. All parents and caregivers should be kept informed of the development and progress of the plan through parent meetings and newsletters. It may be necessary to provide this information in a range of community languages. When reporting on student achievement, each KLA should include information about literacy achievements and indications of areas requiring additional support. The nature of the support being supplied by the school should be indicated.

## Evaluating the plan

Mechanisms for evaluating the overall success and the outcomes of the plan should be established and written into the plan. For long-term outcomes, indicators may need to be established to ensure that the school is working purposefully towards the achievement of those outcomes.

The following case study provides an example of how one school set about establishing a successful literacy plan.

Birrong Girls High School (BGHS) is a comprehensive girls' school located in south-western Sydney. BGHS has 850 students predominantly from a non-English speaking background. The school has formed a literacy team.

The literacy team worked with teachers from all faculties to implement the explicit teaching of literacy in class programs. Teachers were then provided with resources and support from the literacy team to implement the new programs.

Teachers were pleased to discover that they were already successfully including literacy strategies in their teaching. Successful strategies were shared at staff meetings and improved student work was displayed and acknowledged.

# An approach to literacy by a history faculty

## Getting started

Steps	Things to consider
1. Introduce literacy	<ul style="list-style-type: none"> <li>• Why is literacy important?</li> <li>• What is the literacy approach of the whole school?</li> <li>• What is the role of history teachers?</li> <li>• What support is available for history teachers?</li> </ul>
2. Identify literacy needs in history	<ul style="list-style-type: none"> <li>• What are the demands of history?</li> <li>• What literacy skills are required of students in history?</li> <li>• What literacy skills, knowledge and understandings do Year 7 students bring with them from primary school?</li> </ul>
3. Become familiar with text types	<ul style="list-style-type: none"> <li>• What are text types?</li> <li>• What text types are used in history?</li> </ul>
4. Identify literacy strategies	<ul style="list-style-type: none"> <li>• What teaching and learning strategies develop literacy skills?</li> <li>• What strategies are most appropriate for history?</li> </ul>

*Organise a faculty meeting.*

*Invite:*

- *school literacy coordinator*
- *district literacy consultant.*

*Examine history syllabus outcomes.*

*Link with your feeder primary schools.*

*Use the NPDP CD-ROM, Literacy for Learning, Years 5-8.*

*Collect a range of strategies and examples.*

*See Chapter 4 in this document.*



## Putting it together

Steps	Things to consider	
1. Develop an action plan	<ul style="list-style-type: none"> <li>• What are we trying to do?</li> <li>• What needs to be accomplished?</li> <li>• What literacy skills should we focus on in our history programs?</li> <li>• What resources are available to the faculty?</li> <li>• Where will we start?</li> <li>• How will we know that we are making a difference?</li> </ul>	<p><i>Discuss in faculty meetings.</i></p> <p><i>Link in with the whole-school literacy plan.</i></p>
2. Start with a current unit of work	<ul style="list-style-type: none"> <li>• What do we expect students to be able to do at the end of the unit?</li> <li>• What literacy skills are needed to achieve the outcomes?</li> <li>• What literacy strategies are already in place?</li> <li>• Where could other literacy strategies be included in the unit?</li> <li>• What assessment methods can be incorporated?</li> <li>• How will we monitor the unit?</li> </ul>	<p><i>Select one unit of work to start with.</i></p> <p><i>Revisit history outcomes and identify literacy strategies.</i></p>
3. Strengthen other units of work	<ul style="list-style-type: none"> <li>• What unit of work will we work on next?</li> <li>• Who will be responsible for rewriting each unit?</li> <li>• What is our timeline for development?</li> <li>• How will we monitor each unit?</li> </ul>	<p><i>Discuss at regular faculty meetings.</i></p> <p><i>Allocate tasks within faculty.</i></p> <p><i>Use literacy consultants for support.</i></p>

## Making it work

Steps	Things to consider
1. Implement the units of work	
2. Collect evidence	<ul style="list-style-type: none"> <li>• How best can we use student work samples?</li> <li>• What types of anecdotal evidence can we collect?</li> <li>• What formal assessment tasks should we include in each unit?</li> <li>• What other types of information can we collect about student achievement?</li> </ul>
3. Evaluate the units of work	<ul style="list-style-type: none"> <li>• Do the literacy strategies relate to the unit outcomes?</li> <li>• Have we addressed all literacy areas (reading, writing, talking and listening) in our units?</li> <li>• Have we catered for all students?</li> <li>• How much time is spent on developing literacy in the history unit?</li> <li>• Has students' achievement of outcomes improved?</li> <li>• What can we do better next year?</li> </ul>
4. Some personal reflection	<ul style="list-style-type: none"> <li>• Where have I focused my development in literacy?</li> <li>• What do I already know?</li> <li>• What have I overlooked?</li> <li>• What skills do I have in the literacy field that will be of benefit to others?</li> <li>• What skills and knowledge of literacy do I need in order to do my job better?</li> </ul>

*Teach the units of work.*

*Identify formal and informal assessment strategies.*

*Use pre-planned evaluation strategies.*

*Discuss at faculty meetings.*

*Link to whole-school plan.*

*Take time for some individual reflection.*

